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# Higher Education for Development (HED)

◀ *Knowledge, Partnerships, Results* ▶

## **SEMIANNUAL PROGRESS REPORT** **To: The U.S. Agency for International Development** **For: LWA (AEG-A-00-05-007-00)**

**October 1, 2013–March 31, 2014**

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The Leader Cooperative Agreement (LWA) between the American Council on Education and USAID “is managed by United States Agency for International Development (USAID)’s Bureau for Economic Growth, Education and Environment (E3), and serves as a resource to Missions and Bureaus across the Agency’s technical sectors to address any strategic objective or performance plan for which investments in tertiary education institutions would be an asset. Higher Education for Development (HED) partnerships provide USAID with a high degree of flexibility for investment in higher education programs that directly support key strategic objectives, program components, or technical sector interests at the Mission, Bureau, or Agency-wide level. HED develops higher education partnerships through the core LWA mechanism and through Associate Awards, as deemed most appropriate by USAID.” (Source: AID Agreement AEG-A-00-05-007-00).

Higher Education for Development operates with the advice and counsel of six major U.S. higher education associations American Council on Education (ACE) | American Association of Community Colleges (AACC) | American Association of State Colleges and Universities (AASCU) | Association of American Universities (AAU) | Association of Public and Land-grant Universities (APLU) | National Association of Independent Colleges and Universities (NAICU)

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## Acronyms

<b>AACC</b>	American Association of Community Colleges
<b>AASCU</b>	American Association of State Colleges and Universities
<b>AAU</b>	Association of American Universities
<b>ACE</b>	American Council on Education
<b>AOR</b>	Agreement Officer's Representative
<b>APLU</b>	Association of Public and Land-grant Universities
<b>BMENA</b>	Broader Middle East and North Africa
<b>CAFTA-DR</b>	Dominican Republic-Central America-United States Free Trade Agreement
<b>DoS</b>	U.S. Department of State
<b>DQA</b>	Data Quality Assessment
<b>DQV</b>	Data Quality Verification
<b>E3/ED</b>	Bureau for Economic Growth, Education and Environment/Education
<b>EE</b>	Europe and Eurasia
<b>EMBA</b>	Executive Master of Business Administration
<b>ENSET</b>	École Normale Supérieure de l'Enseignement Technique
<b>HBCU</b>	Historically Black College and University
<b>HED</b>	Higher Education for Development
<b>HEI</b>	Higher Education Institution
<b>HSI</b>	Hispanic-serving Institution
<b>ICAA II</b>	Initiative for Conservation in the Andean Amazon, Phase II
<b>JOBS</b>	Job Opportunities for Business Scale-up
<b>LAC</b>	Latin America and the Caribbean
<b>LWA</b>	Leader with Associates Cooperative Agreement
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MENA</b>	Middle East and North Africa
<b>MoU</b>	Memorandum of Understanding
<b>MSI</b>	Minority-serving Institution
<b>NAICU</b>	National Association of Independent Colleges and Universities
<b>NGO</b>	Non-government Organization
<b>OIG</b>	Office of the Inspector General
<b>PIP</b>	Partnership Implementation Plan
<b>PMP</b>	Partnership Management Plan
<b>PRIME</b>	Partnership Results and Information Management Engine
<b>Q1</b>	Quarter One (October 1, 2013 to December 31, 2013)
<b>Q2</b>	Quarter Two (January 1, 2014 to March 31, 2014)
<b>Q3</b>	Quarter Three (April 1, 2014 to June 30, 2014)
<b>Q4</b>	Quarter Four (July 1, 2014 to September 30, 2014)
<b>RFA</b>	Request for Application
<b>RBM</b>	Results-based Management
<b>RF</b>	Results Framework
<b>SBDC</b>	Small Business Development Center
<b>SSA</b>	Sub-Saharan Africa
<b>SBDC</b>	Small Business Development Center
<b>TCU</b>	Tribal College and University
<b>SSHIELD</b>	South Sudan Higher Education Initiative for Equity and Leadership Development
<b>ToT</b>	Training of Trainers
<b>USG</b>	U.S. Government
<b>USAID</b>	United States Agency for International Development

# **Performance Highlights**

Higher Education for Development (HED) managed a portfolio of 42 active partnership awards in the first half of FY2014 involving 95 higher education partners (40 U.S. institutions and 55 host-country institutions). Twenty-one higher education partnerships are receiving USAID support under the Leader with Associates Cooperative Agreement (LWA) between USAID and the American Council on Education (ACE). Nineteen partnerships are supported through Associate Cooperative Agreements between ACE and USAID Missions or Bureaus. One partnership was funded through both an Associate Award and the LWA. One partnership is supported solely through an agreement with the Department of State. This extensive engagement of U.S. higher education with a wide diversity of USAID Missions and other operating units reflects the broad-based nature of U.S. higher education's expertise and contributions in advancing global development.

In managing these partnerships, HED strives to ensure that the higher education partners are fully responsive to USAID country priorities and Bureau initiatives in 31 countries. Active partnerships this reporting period include 15 partnerships in sub-Saharan Africa, 12 in the Middle East and North Africa (MENA), 12 in Latin America and the Caribbean (LAC), two in Asia, and one in Europe and Eurasia (EE). Fifteen of these partnerships focus on workforce and entrepreneurship development, 10 are in the environment sector, six in the education sector, five in the agriculture sector, and three each in the democracy/governance and health sectors.

The precipitous reduction in funding for HED's operating budget at the start of the fiscal year had an adverse effect on program implementation during the reporting period. Even after resolution of operational funding and USAID's commitment to completion of the HED Program, partnership implementation continued to be affected. The Bahrain Polytechnic/Central Community College partnership saw funding suspended on the Bahraini side in an expression of diplomatic reciprocity. This, in conjunction with an earlier overall partnership budget cut driven by limited MEPI funding, led to a subsequent decision by the partners to seek early partnership closeout. In other instances, the effects were those of delayed implementation schedules as activities were put on hold until the uncertainty over HED program funding was resolved. In one case, external factors significantly impacted implementation. Two major partnership budgets in South Sudan underwent significant reductions, requiring budget and implementation plan adjustments to accommodate the reduced budget levels.

During this reporting period, HED developed several tools to improve partnership performance management processes that include a Data Quality Assessment (DQA) Protocol and Template and additions to HED's Monitoring Protocol. Data Quality Assessment (DQA) was the focus of three monitoring visits conducted by HED during the reporting period. The structured review of USAID F indicators, Program-level indicators, and custom indicators completed for each partnership enabled HED to test and refine the DQA Protocol and Template for use in future monitoring visits.

As the HED program nears its completion in FY2015, HED is developing a toolkit to support higher education's engagement in development. This resource will include tools and guidance to aid higher education institutions in planning, managing, evaluating and sustaining their collaborations and programs in accordance with the rigorous standards for results-based management set by USAID. HED has also refined its evaluation methodology and criteria based on the learning from two evaluations conducted in North Africa and Latin America during this reporting period. These will be used to support upcoming HED evaluations in the next reporting period and in FY2015.

During this reporting period:

- HED partners offered 85 short-term training opportunities. A total of 2,326 individuals (1,188 male, 1,138 female) affiliated with host-country institutions completed short-term trainings.



- Partners conducted 107 outreach/extension activities, reaching nearly 4,000 individuals who attended these events or participated in outreach efforts.

This report presents basic information about HED and HED partnerships (Section 1) and highlights partnership development results (Section 2). Results featured in this report are for HED indicator data collected on a semiannual basis. Data on all other indicators will be reported and analyzed in the FY2014 annual performance report. The report also discusses how learning from partnership implementation and management can inform USAID's future engagements with higher education (Sections 3 and 4). Section 5 summarizes anticipated major activities for the next reporting period.

## **Section 1—About HED and Higher Education Partnerships**



# 1.1 Higher Education for Development

The Higher Education for Development (HED) program of the American Council on Education (ACE) manages innovative partnerships that join U.S. colleges and universities with institutions of higher learning in developing nations. The program was founded in 1992 by six major U.S. higher education associations to advance the engagement of the higher education community worldwide, with a focus on the development goals of the United States Agency for International Development (USAID).

## HED's Development Model

HED collaborates with the U.S. government and institutions of higher learning to expand the engagement of tertiary education in addressing development challenges around the world. Through its extensive access to the higher education community, HED can leverage and mobilize cross-sectoral expertise and other resources necessary to support partnerships and expand the impact of investments beyond the institutions directly involved.

HED's partnership model focuses on the enhancement of human capital and the organizational strengthening of host-country institutions, which are key elements in achieving economic growth and social progress. HED's innovative partnership model is based on its Theory of Change, which posits that higher education institutions are key to economic growth and the advancement of societies. Higher education contributes to creating new bodies of knowledge and bringing innovative solutions to market, engaging active and emergent leadership, and building a competent workforce. By promoting a culture of continuous learning and improvement within and outside the walls of the institutions, these elements can support policy changes and create enabling environments to facilitate development.

HED receives funding from USAID's Bureau for Economic Growth, Education and Environment, Office of Education (E3/ED) through a Leader with Associates agreement (LWA), from USAID's functional and regional Bureaus and worldwide Missions through Associate Awards, and from the U.S. Department of State. HED's cooperative agreement with USAID for fiscal years 2010 through 2015 has been designed with feedback from an external review so that the program better supports USAID priorities and policies, strengthens monitoring and evaluation activities, and expands outreach to both USAID Missions and potential partners.<sup>1</sup> For more information on Higher Education for Development, please visit [www.hedprogram.org](http://www.hedprogram.org).

## HED's Seven Portfolio Performance Objectives

ACE/HED's LWA (AEG-A-00-05-007-00) contains the following seven performance objectives:

- **Objective 1**—HED will work with higher education institutions and USAID Missions, Bureaus, and technical sectors to design Request for Applications resulting in 10 or more collaborative partnerships (four to eight solicitations annually—Leader and Associate Awards).

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<sup>1</sup> To best mobilize and garner higher education expertise, HED operates with the advice and counsel of the six major U.S. higher education associations: the American Association of Community Colleges (AACC), the American Association of State Colleges and Universities (AASCU), the American Council on Education (ACE), the Association of American Universities (AAU), the Association of Public and Land-grant Universities (APLU), and the National Association of Independent Colleges and Universities (NAICU).

- **Objective 2**—HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.
- **Objective 3**—Partnerships between U.S. and host-country higher education institutions will result in improved institutional capacity to offer technical assistance for addressing development goals in host countries.
- **Objective 4**—Partnerships between U.S. and host-country higher education institutions will result in improved human capacity of higher education professionals to address teaching, research, and public service resulting in measurable effects on regional and national development goals.
- **Objective 5**—HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions, and technical sectors' strategic objectives.
- **Objective 6**—HED will sponsor/promote a series of research studies, roundtables, and conferences related to global development issues resulting in:
  - State-of-the-art research and practices shared with USAID and the higher education community worldwide;
  - Shared innovations in development practice; and
  - Opportunities for international development collaboration among USAID, Non-government organizations (NGOs), higher education, foundations, and other relevant organizations.
- **Objective 7**— HED will design and implement performance management processes, evaluations, and impact assessments that support USAID's education strategy and policy.<sup>2</sup>

Specific indicators are associated with each objective to track and report performance. Please refer to **Appendix A** for performance actuals between October 1, 2013 and March 31, 2014, FY2014 targets, and progress toward FY2014 targets.

## HED's Culture and Practice of Evidence-based Decision Making and Reflective Learning

HED ensures effective performance management by instilling a culture and a practice of evidence-based decision making and reflective learning among partners throughout the partnership lifecycle (see **Appendix B** for further details). During implementation, HED and partners are committed to monitoring of implementation progress and data quality verification processes that maintain a focus on rigorous evidence-based management.

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<sup>2</sup> Please note that Objective 7 was modified (Modification Number 24) this reporting period in compliance with USAID's decision to focus HED's work only on partnership management activities. Modification 24 further instructs ACE that activities and targets under HED Objective 5 and 6 will not be required in FY2014 and FY2015.

# USAID's Strategic Approaches and HED

## USAID's Education Strategy and HED

HED partnerships further the U.S. government's foreign assistance goals by directly contributing to the realization of Goal 2 of USAID's Education Strategy for 2011–2015: Improved ability of tertiary and workforce development programs to produce a workforce with relevant skills to support country development goals by 2015.<sup>3</sup> The three results under Goal 2 guide HED partnerships (see Appendix B for further details).

## USAID Forward and HED

Launched in 2010, the USAID Forward initiative “aims to reform and revitalize USAID's strategic policy, planning and evaluation capabilities, and to redefine how USAID will engage with host-country partners. These reforms are key to implementing the aid effectiveness principles of the Paris Declaration and the Accra Agenda for Action while ensuring more effective programming and closer collaboration with local actors in education and other sectors.” (USAID Education Strategy, page 5)

HED's results-based management approach helps partners to operate with efficient and accountable processes and systems, which allows maximizing program quality and impact. HED partnerships also give emphasis to and encourage local ownership through proactive leadership, defining objectives, and prioritization of activities. Consequently, HED partnerships are highly relevant to USAID Forward's innovative development model and are articulated around the following USAID Forward's three core principles (see **Appendix B** for further details):<sup>4</sup>

- **Principle #1**—Deliver results on a meaningful scale through a strengthened USAID
- **Principle #2**—Promote sustainable development through high-impact partnership
- **Principle #3**—Identify and scale up innovative, breakthrough solutions to intractable development challenges

## 1.2 Higher Education Partnerships between October 1, 2013—March 31, 2014

The typical implementation lifecycle of HED partnerships is three years. Partnership formation and initiation efforts are managed, tracked, and reported under HED's LWA Performance Objectives 1 and 2. In FY2014, the fourth year of its five-year Cooperative Agreement with USAID, HED is not initiating any new partnerships. As a consequence, no new RFAs are being designed and no new competitions are being initiated this reporting period.

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<sup>3</sup> [http://usaidlearninglab.org/sites/default/files/resource/files/USAID\\_Education%20Strategy\\_2011-2015.pdf](http://usaidlearninglab.org/sites/default/files/resource/files/USAID_Education%20Strategy_2011-2015.pdf)

<sup>4</sup> <http://www.usaid.gov/sites/default/files/documents/1868/2013-usaid-forward-report.pdf>

# Higher Education Partnerships and Institutions Supported

Data on partnerships funded and higher education institutions supported during the first half of FY2014 are presented in **Table 1**.

**Table 1. Higher Education Partnerships and Institutions Supported: October 1, 2013 to March 31, 2014**

LWA Indicators	Results for October 1, 2013 to March 31, 2014
CUSTOM INDICATOR: Number of collaborative partnerships funded	42
CUSTOM INDICATOR: Number of higher education institutions supported through HED <sup>5</sup>	95 (Host-country Institutions: 55; U.S. Institutions: 40)

## **Higher Education Partnerships Funded**

### ***Active Partnerships, New Partnerships, and Closed Partnerships***

In the first half of FY2014, HED managed **42 active partnerships in 31 host countries**. Nineteen of these partnerships were funded through Associate Awards with USAID Missions and Bureaus. Twenty-one partnerships were funded under the LWA. One partnership was funded through both an Associate Award and the LWA. The U.S. Department of State (DoS) funded one partnership directly under a cooperative agreement with ACE/HED. A complete list of 42 partnerships active in for the first two quarters of FY2014 is provided in **Appendix C**.

An HED partnership award was originally made to North Dakota State University (NDSU) as a part of the Africa-U.S. Higher Education Initiative, with a period of performance from February 2011 to November 2013. This reporting period, the partnership has been transferred to Mississippi State University (MSU) as the U.S. partner that will continue to work with Makerere University (MAK) in Uganda as the African lead partner institution. This transfer was made in consultation with NDSU, MSU, and MAK and was authorized by USAID/Uganda.

Four partnerships completed their implementation activities and were closed during the reporting timeframe. Of these, two partnerships were located in sub-Saharan Africa, one in the Middle East and North Africa, and one in Asia:

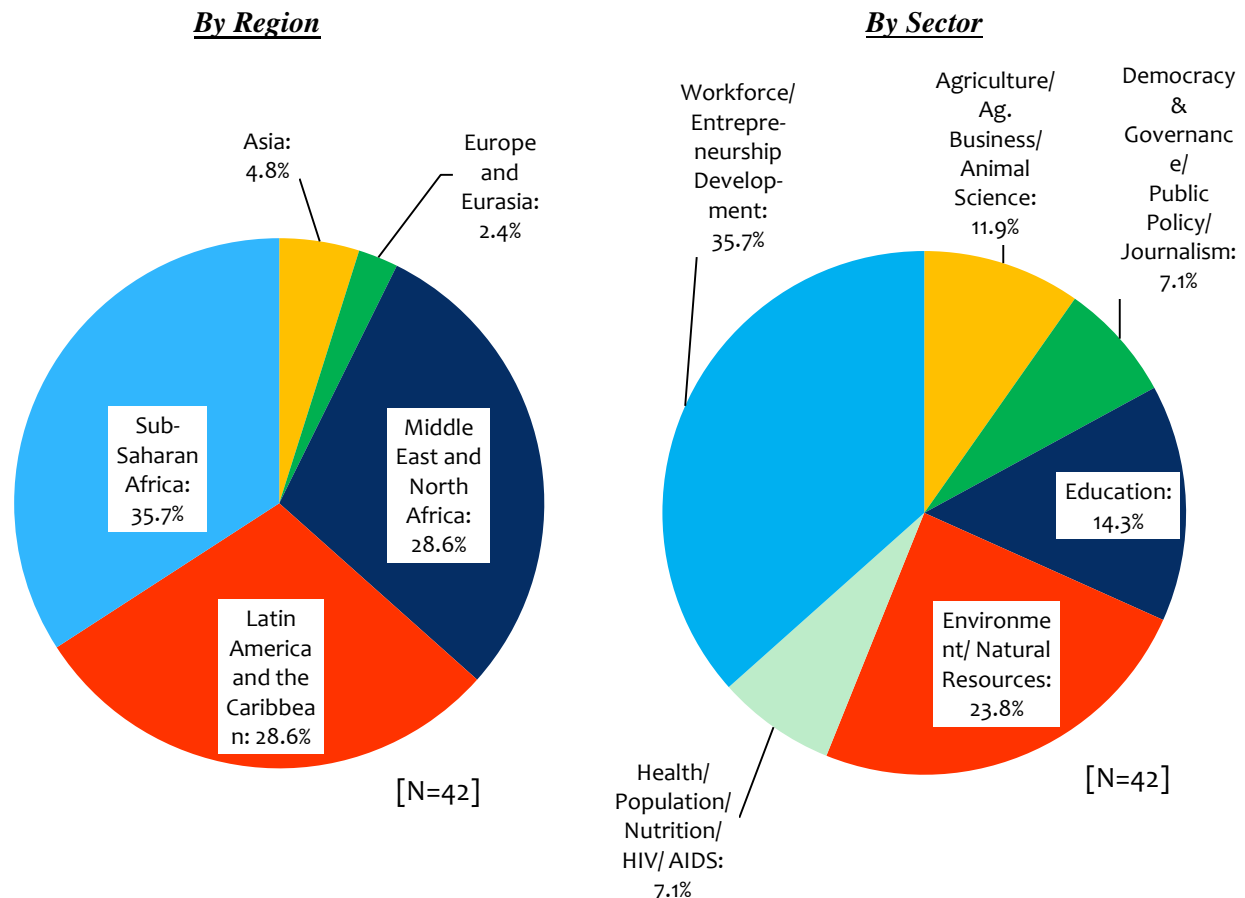
- North Dakota State University and Makerere University (Uganda) Eastern Iowa Community College District, Tulsa Community College, and Sana'a Community College (Yemen)
- Fairfield University and Université Alioune Diop de Bambey (Senegal)
- California State University Fullerton, Fatimah Jinnah Women University, and Sardar Bahadur Khan Women University (Pakistan)

<sup>5</sup> Both subaward holders (U.S. Higher Education Institutions) and subsubaward holders (Host-country Higher Education Institutions) are counted under this indicator.

### ***HED Partnerships, by Geographic Region and Primary Sector<sup>6</sup>***

HED managed active partnership awards in all five regions of the world where USAID provides assistance. As illustrated in **Figure 1**, most active partnerships were in sub-Saharan Africa (36 percent; N=15). Twenty-nine percent, each, were in the Middle East and North Africa region and in the Latin America and the Caribbean region (N=12, each). Fewer partnerships were in Asia (5 percent; N=2) and in Europe and Eurasia (2 percent; N=1).

**Figure 1. HED Partnerships, by Geographic Region and Primary Sector: October 1, 2013 to March 31, 2014**



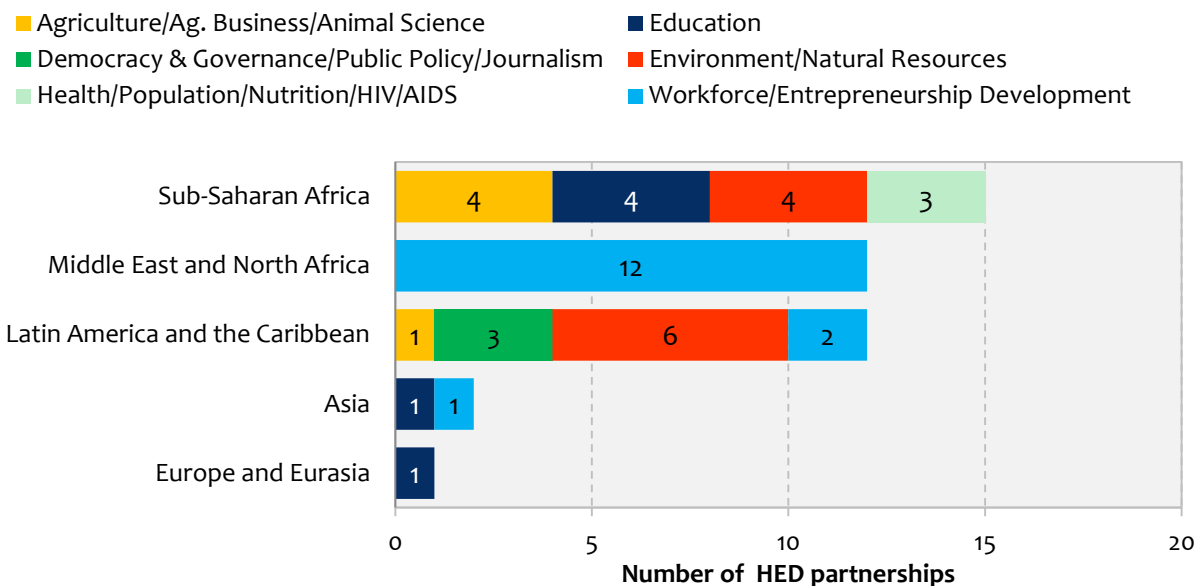
The majority of HED active partnerships focused on workforce and entrepreneurship development sector (36 percent; N=15) as illustrated in **Figure 1**. The second largest share of partnerships during this fiscal year was in the environment sector (24 percent; N=10). HED managed six partnerships in the education sectors (14 percent), five in the agriculture sector (12 percent), and three partnerships, each, in the democracy/governance sector and the health sector (7 percent each).

The distribution of partnerships by primary sector during the reporting timeframe differs across geographic regions (**Figure 2**). In sub-Saharan Africa, nearly equal numbers of partnerships address development challenges related to education, environment/natural resources, health/population/nutrition/HIV/AIDS, and agriculture themes. Under the umbrella of the Broader Middle East and North Africa-U.S. Community College Initiative, all 12 partnerships in the Middle East and North Africa region focus

<sup>6</sup> HED is aware that USAID revised its sectors (<http://www.usaid.gov/what-we-do>). However, the program follows previously established sectors for purposes of its annual reports.

on the workforce/entrepreneurship development sector. In Latin America and the Caribbean, the majority of partnerships focus on the environment/natural resources (N=6) or democracy and governance (N=3) sectors. Partnerships in Asia focus on the education or workforce/entrepreneurship development sectors in equal numbers (N=1, each). The one partnership in Europe and Asia works on education issues.

**Figure 2. HED Partnerships' Primary Sector for Each Geographic Region: October 1, 2013 to March 31, 2014**



### **Higher Education Institutions Supported**

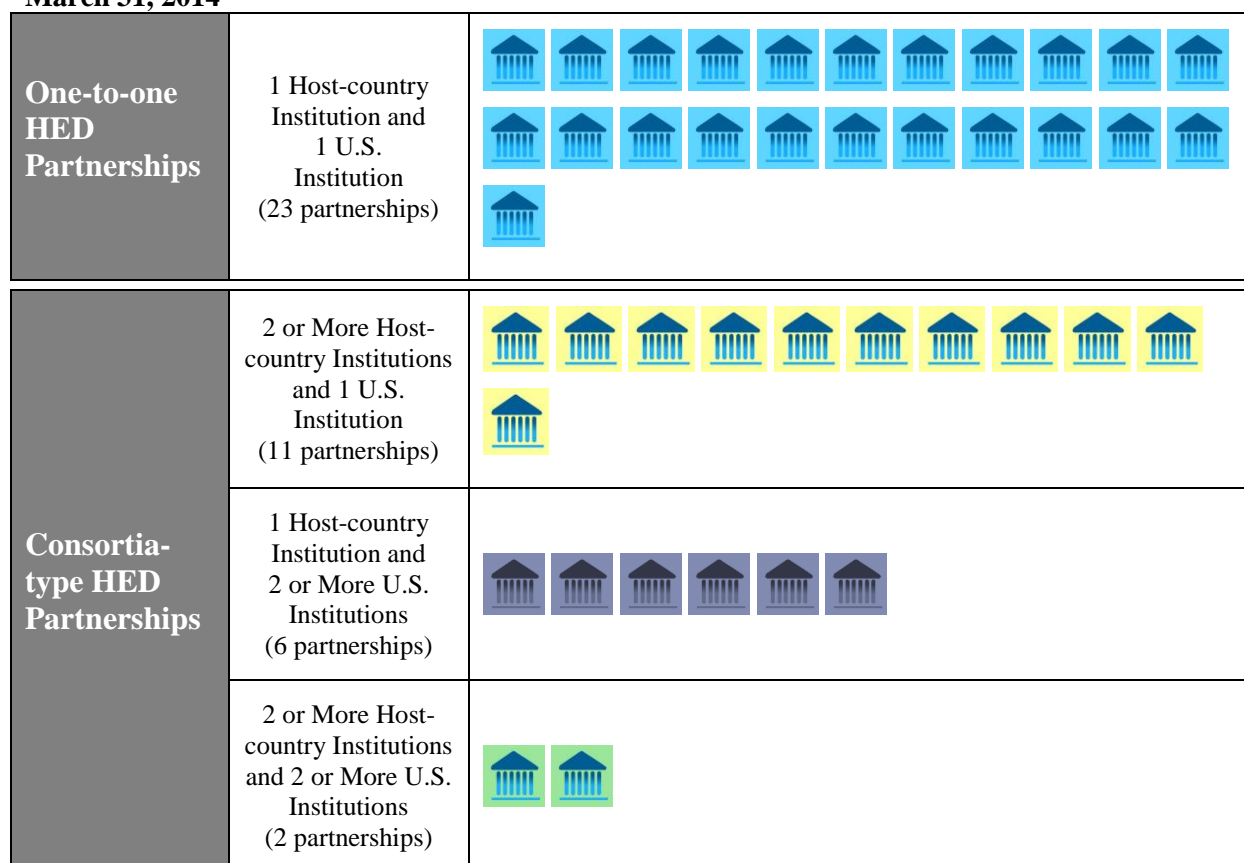
HED's 42 partnerships active during the reporting period directly involved a total of **95 institutions of higher learning, of which 55 were host-country institutions and 40 were U.S. institutions.** Eight of the 40 U.S. partner institutions (19 percent) participated in more than one HED partnership. Given that these institutions are selected through a merit-based, transparent peer-review process and that each institution is contributing significant matching resources, this indicates high levels of expertise and institutional commitment to development. By comparison, five host-country institutions receiving support through HED's partnerships (9 percent) benefitted from more than one award.

#### ***In Focus:*** **Higher Education Partnership Consortia**

An example of consortium-based partnerships is the University of Minnesota- Medellín Human Rights Law School partnership between five higher education institutions in Colombia: University of Minnesota Twin Cities, Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, and Universidad Católica Del Oriente. This partnership works to strengthen the capacities of the four Colombian partner law schools to teach, research, and provide clinical legal representation toward the promotion of international human rights and the rule of law in the Antioquia region in central Colombia. Under their common Results Framework, the partners develop and conduct a number of joint activities with a unique collaborative management approach, which brings cohesiveness to their implementation strategy.

As depicted in **Figure 3**, 19 of the 42 partnerships active during the first half of FY2014 (45 percent) were complex consortia involving multiple institutions from either the United States or host countries. Consortia increase the potential for development impact by coupling multiple institutions and compounding their cross-sectoral expertise in one partnership to jointly address a specific development problem. This collaboration heightens innovation and enables partners to address development problems that are more complex or larger in scope or scale.

**Figure 3. One-to-one and Consortia-type Higher Education Partnerships: October 1, 2013 to March 31, 2014**





## **Section 2—Development Results**

The results of partnership efforts toward Goal 2 of the USAID Education Strategy<sup>7</sup> are presented and analyzed in this section according to the goal's three sub-results:

- **Result 2.1**—Increased access to vocational/technical and tertiary education and training for underserved and disadvantaged groups
- **Result 2.2**—Improved Quality of Tertiary Education and Research in Support of Country Development Strategies

## 2.1 Increased Access to Vocational/Technical and Tertiary Education and Training for Underserved and Disadvantaged Groups (USAID Goal 2, Result 2.1)

As USAID notes in its Education Strategy, “a broad-based economic development is unlikely to be achieved and sustained if large segments of the population do not have access to educational programs that afford them opportunities to develop knowledge and skills required to engage in productive activities.” (USAID Education Strategy, page 13)<sup>1</sup>

HED's partnerships work toward ensuring equitable access to educational programs so that many groups have the opportunity to gain the knowledge and skills needed to participate productively in society. Partnerships' efforts toward USAID Goal 2, Result 2.1, ensuring an inclusive access to tertiary education programs, are tracked and reported through two indicators:

- Number of U.S. government-supported tertiary education programs that adopt policies and/or procedures to strengthen transparency of admissions and/or to increase access of underserved and disadvantaged groups (under HED's LWA Objective 3) (F INDICATOR); and
- Number of individuals from underserved and/or disadvantaged groups accessing tertiary education programs (under HED's LWA Objective 4) (F INDICATOR).

Partners carry out activities that support access to students from underserved and disadvantaged groups throughout the year and track data to document these efforts on an ongoing basis. However, HED collects reports on these two access indicators once per fiscal year, during the month of October (for the preceding fiscal year). Given that frequency, data for those two indicators will be reported and analyzed in the FY2014 annual performance report.

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<sup>7</sup> “The cross-cutting nature of tertiary education and workforce development programs makes them essential for achieving development goals in all sectors by promoting technological innovation and research, and enhancing worker productivity, entrepreneurship, and job creation. Strengthening the quality and relevance of tertiary and workforce development education and training is one of USAID's strategic development priorities.” (USAID Education Strategy, page 12)

## 2.2 Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (USAID Goal 2, Result 2.2)<sup>8</sup>

Enhancing the capacity of host-country institution individuals to train future generations of leaders and conduct innovative development research is a core premise of advancing tertiary education and applied research programs. Then, the new knowledge produced can be transmitted to empower communities to address their own local needs, and create a context favorable to upward change.

HED partnerships' efforts toward USAID Goal 2, Result 2.2 are tracked and reported as follows:

- Promoting innovation and cooperative research to effectively address host countries' development priorities:
  - Number of U.S.–host country joint development research projects (F INDICATOR); and
  - Number of U.S. government-supported research initiatives whose findings have been applied, replicated, or taken to market (F INDICATOR).
- Enhancing knowledge and skills through training for individuals affiliated with host-country institutions:
  - Number of tertiary institution faculty or teaching staff whose qualifications are strengthened through U.S. government-supported tertiary education partnerships (F INDICATOR);
  - Number of host-country individuals (excluding faculty) who completed U.S. government-funded long-term programs resulting in academic degrees or professional or technical certificates (CUSTOM INDICATOR);
  - Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening (CUSTOM INDICATOR); and
  - Number of host-country individuals who completed U.S. government-funded short-term training or exchange programs involving higher education institutions (Short-term qualifications strengthening—all individuals) (CUSTOM INDICATOR).
- Fostering direct engagements in the host-country community and collaborations between higher education institutions and external stakeholders:
  - Number of higher education institution outreach/extension activities in the host-country community (CUSTOM INDICATOR).

HED's partners report data to HED for two research indicators (joint development research; and research applied, replicated, or taken to market) once per fiscal year, during the month of October (for the preceding fiscal year). Based on this reporting frequency, data and analysis of partnerships' progress on those two indicators will be included in HED's FY2014 annual performance report.

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<sup>8</sup> "Many factors contribute to fostering the success of tertiary education institutions to deliver quality education and research. USAID's and others' experience suggests that fostering and promoting institutional autonomy and accountability, encouraging diversity of educational models, fostering robust working relationships between tertiary education institutions and external stakeholders (e.g. business), encouraging competition and collaboration, and strengthening regional partnerships will reduce inefficiencies and promote innovation, all of which will enhance country ability to more effectively address development priorities." (USAID Education Strategy, page 13)

Likewise, partnerships' efforts toward long-term training of host-country individuals (i.e., one long-term training— enrollment indicator; and two long-term training—completion indicators) are reported once per fiscal year, during the month of October (for the preceding fiscal year). This information will also be included in the FY2014 annual performance report.

Data on short-term training are collected on a semiannual basis and are presented below.

## Short-term Qualifications Strengthening

During the first half of FY2014, partnerships offered short-term training opportunities to host-country institution individuals—faculty, teaching and administrative staff, and students greater than one day and no more than six months. It should be noted that many such short-term trainings were held with both host-country institution and community members in attendance, as they often provided valuable benefits to both categories of trainees. Community members who benefited from these trainings are not counted under this indicator (per the indicator definition), but instead under the outreach indicator.

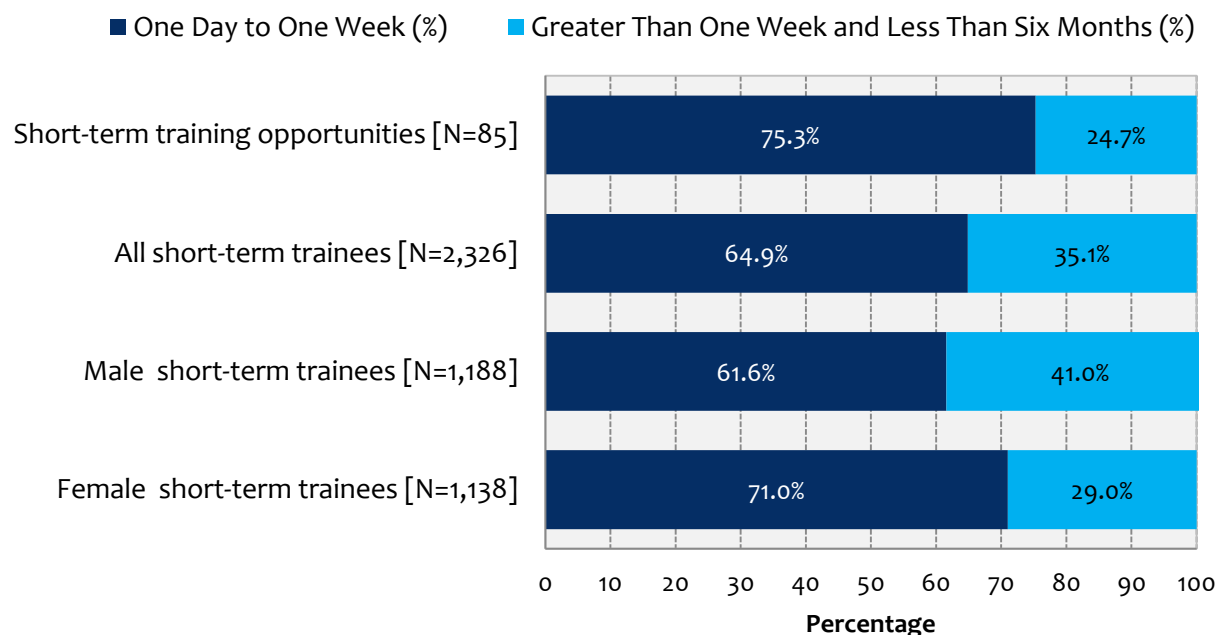
This reporting period, 25 partnerships (about 61 percent of partnerships active in the timeframe) reported that they offered **85 short-term training opportunities to individuals affiliated with host-country institutions** (see **Table 2**). The number of training opportunities ranged from one to 10 per partnership. A total of 2,326 host-country institution individuals completed these trainings. Fifty-one percent of trainees were male (N=1,188) and 49 percent were female (N=1,138). The number of trainees ranged between three and 268 trainees per partnership that held short-term trainings.

**Table 2. Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Short-term Qualifications Strengthening): October 1, 2013 to March 31, 2014**

LWA Indicator	Results for October 1, 2013 to March 31, 2014
CUSTOM INDICATOR: Number of host-country individuals who completed USG-funded short-term training or exchange programs involving higher education institutions [Host-country institution faculty, staff, and students]	2,326 (Female:1,138; Male: 1,188) (One day to one week:1,509; Greater than one week and less than six months: 817)

To understand the scope and significance of short-term training opportunities offered through HED partnerships, trainings are tracked by their duration: trainings that are longer than one week and less than six months in duration as well as trainings that last between one day and one week. A significant majority (75 percent; N=64) of the 85 short-term trainings offered through HED partnerships this reporting period lasted between one day and one week. Overall, male short-term trainees tended to complete trainings that were longer in duration at a higher rate than their female counterparts (see **Figure 4**).

**Figure 4. Short-term Training Opportunities and Host-country Institution Individuals Who Completed Short-term Training, by Relative Duration of Training: October 1, 2013 to March 31, 2014**



While short-term trainings offered this reporting period varied widely across partnerships, they generally focused on: content-specific areas of expertise, pedagogy, and mentoring, use of technology, non-cognitive skills and knowledge, curricular review and development, research methods, and English language. Trainings were delivered by U.S. and host-country partners. Some partners placed a special emphasis on interactive and participatory methods, offering both theoretical and hands-on knowledge and skills. Some salient examples that stress partnerships' accomplishments with regard to short-term training are included herein:

- The **University of Liberia and Indiana University** partnership delivered 10 short-term training sessions to 263 host-country institution participants. These trainings focused on research and basic computer skills, nurse leadership and policy training, and curriculum development for life sciences and public health. A Helping Babies Breathe program trained more than 150 nurses, midwives, students, and faculty in neonatal resuscitation and prompted discussions with the Liberian Ministry of Health and Social Welfare for a scale-up of programs to reach sites outside of Monrovia, Liberia. The partnership emphasis on mentoring as a practice to develop skills has resulted in its mentoring of 27 individuals this reporting period.
- The **Michigan State University and University of Malawi** partnership conducted four short-term trainings benefitting a total of 152 individuals, of which 45 were female. The mentoring workshops produced key changes in advising policies at the university and ignited an important discussion around the full range of students' needs on campus. The Participatory Action Research short course was well attended and the participants provided positive feedback on its organization, delivery, and content.
- The **University of Connecticut and Addis Ababa University** partnership trained 56 individuals during this reporting period. Out of these, two Ph.D. students completed training in the United

States at the National Center for Atmospheric Research in Colorado and at Florida International University. Fifty-four participants, including 24 females, attended a seminar series consisting of nine half-day seminars given by international and local faculty at the Ethiopian Institute for Water Resources.

- The **Gateway Technical College and École Supérieure de Technologie Oujda** partnership provided a short-term, two-day training to 37 faculty and administrative staff members on the topic of “Coaching Start-up Companies.” This training supported overall entrepreneurial capacity-building with special attention to the instructors and participants working with the Biz Squad. The training received positive participant ratings and the activities resulted in many dynamic dialogues. The Biz Squad is the partnership’s successful student-centered problem-solving approach to local business service challenges.
- The **Washtenaw Community College, The William Davidson Institute at the University of Michigan and Al Quds College** partners offered a short-term capacity building training series to 17 Al Quds College Business Incubator tenants. The workshop offered instruction in topics such as management, marketing, finance, and business start-up processes as well as personalized one-on-one mentoring for some students. The training was geared toward developing specific entrepreneurship skills in order to enable all students at the incubator to write a sound business plan.
- The **Syracuse University and Kenyatta University** partnership provided opportunities for 16 Kenyatta University faculty members to attend a Curriculum Review Workshop at the Department of Educational Communication and Technology. These faculty members contributed 96 hours of their time to the discussion about relevant curriculum for future education professionals. The workshop contributed to the revision of 31 courses in the master's and Ph.D. programs.
- Partners in the **Colorado State University-University of Nairobi** partnership engaged nine individuals (two females) in short-term training during this reporting period. One individual was trained in a geographic information system course to develop technical skills in geo-spatial database development and management. Six University of Nairobi faculty members participated in the development of an online, distance education course titled “Dryland Ecosystems and Societies.” Two undergraduate students from University of Nairobi joined a group of students from Princeton University for a three-week course on the natural history of mammals.
- The **University of Florida-Universidad Nacional de Asuncion** partnership held two workshops on effective mentoring on the main campus of the host-country institution’s School of Agrarian Science for the second cohort of the partnership-launched mentoring program for students. The Women’s Leadership Program in Paraguay (WLPP) team members facilitated one workshop focused on providing guidelines to peer mentors on becoming more productive and efficient as mentors. The second workshop focused on developing leadership skills with an emphasis on gender and entrepreneurship. Veronica Rivas (WLPP-FCA) facilitated the gender aspect of the workshop and Maria Carlina Baez, Paraguayan Association of Business Incubators and Technology Parks, the entrepreneurship section. Participants included FCA peer mentors and staff, and University of Florida contributed with the coordination and management of the activity.

## Outreach and/or Extension

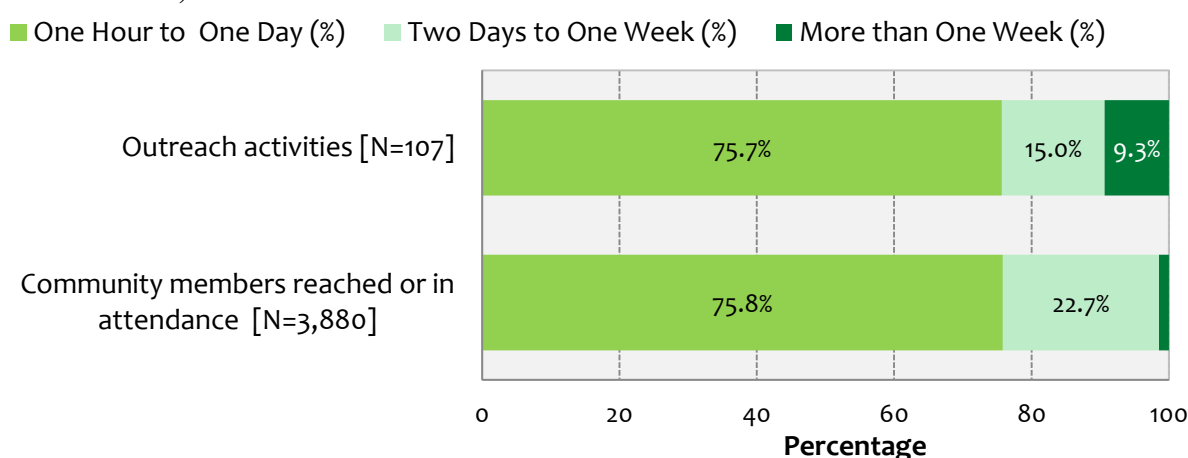
During the first half of FY2014, 23 HED partnerships (about 56 percent of partnerships active during that timeframe) reported having conducted **107 outreach/extension activities in the host-country community**. The number of extension/outreach activities ranged between one and 14 per partnership during this timeframe. In all, these activities reached nearly 4,000 individuals. According to the definition for this indicator, outreach/ extension activities bring the work, experience, knowledge, information, inventions, etc., of the higher host-country higher education institution into its community with the purpose of extending knowledge to address local needs.

**Table 3. Improved Quality of Tertiary Education and Research in Support of Country Development Strategies (Direct Engagements in the Host-country Community): October 1, 2013 to March 31, 2014**

LWA Indicator	Results for October 1, 2013 to March 31, 2014
CUSTOM INDICATOR: Number of higher education institution engagement/ outreach activities in community	107

Outreach/extension activities offered through HED partnerships are tracked by their relative duration: one hour to one day, two days to one week, or more than one week. As showed in **Figure 5**, most outreach/extension activities offered through HED partnerships in the first half of FY2014 lasted one day or less (76 percent; N=80). Similarly, the majority of the host-country community members reached out to or in attendance participated in activities that lasted one day or less (76 percent; N=2,942).

**Figure 5. Outreach/ Extension Activities in the Host-country Community and Community Members Reached or in Attendance, by Relative Duration of the Outreach Activity: October 1, 2013 to March 31, 2014**



The types of outreach activities varied widely in nature, scope, and target audience. They included workshops, hands-on trainings, presentations or lectures, stakeholder consultations, conferences, continuing education opportunities, and expert consultations. In terms of scale, some events reached out to local villagers while other events involved international actors. These events engaged a wide range of community members including professionals and experts, as well as individuals from governments, the



nonprofit sector, public sector, and other institutions of higher learning. The purposes of these activities were to empower communities by increasing knowledge and skills and enhancing their supporting networks. Notable examples of how local needs have been addressed by partner institutions through community extension and outreach during the first half of FY2014 included the following:

- The **Tuskegee University and the International Institute for Water and Environment Engineering (2iE)** partnership in Burkina Faso has a region-wide approach to addressing the challenges of natural resource management in West Africa through skills trainings. 2iE held a professional development training in electrical engineering for eight experienced technicians from the Société Nigérienne d'Electricité (Nigerian Electricity Society (NIGELEC)). The NIGELEC employees involved in the training have learned the latest developments and practices in the industry and are on track to improving their practical skills on the job. The training also prepared them for career advancements such as internal NIGELEC promotions.
- The Center for Sustainable Dryland Ecosystems and Societies in collaboration with its partners held three research feedback workshops for stakeholders in three dryland counties (Isiolo, Marsabit and Laikipia), reaching more than 80 state, NGO, and community leaders. The workshops engaged county officials and initiated dialogue around opportunities for partnership and collaboration. These workshops helped to validate results by obtaining feedback directly from the end users, strengthening the **University of Nairobi-Colorado State University** partnership's participatory research approach.
- The **American University-Pontificia Universidad Javeriana Cali-Universidad Santiago de Cali** partnership had significant outreach achievements this period. Pontificia Universidad Javeriana Cali (PUJC) held a highly publicized conference in Cali, Colombia in March 2014, which was jointly developed with and sponsored by the Municipal Ombudsman's Office of Santiago de Cali. The conference, titled "Foro Sobre el Acceso a la Justicia como Garantía de los Derechos Fundamentales de las Mujeres," included human rights, gender, and gender discrimination experts from PUJC who addressed issues on access to justice and violence against women. The topic was especially timely given the recent news release indicating that Cali has the highest rates of femicide in all of Colombia. Ninety-four non-host-country institutions from the community were in attendance, including members of Cali's local judiciary, policia nacional and mayor's office, as well as prosecutors and public defenders, and a host of community leaders and women's groups, such as representatives from the Asesoría de Paz from the Mayor's Office of Santiago de Cali.
- The clinics in the **University of Minnesota-Universidad de Antioquia-Universidad de Medellín-Universidad Pontificia Bolivariana-Universidad Católica de Oriente** partnership collaborated on community-based cases to promote the human rights of vulnerable populations in Colombia: The UDEM clinic was a key contributor in the Túnel Verde case, an environmental case regarding the proposed uprooting of a stretch of old-growth trees for the installation of a bus line in Medellín, Colombia. With partnership support, the clinic presented a legal complaint of conclusion at the Tribunal Administrativo de Antioquia in which it emphasized the importance of citizen participation in the decision making process for this case. Additionally, the clinic gathered and presented 13,000 physical and 15,817 digital signatures by citizens to preserve the trees and environment in question. The Tribunal ruled in their favor and ordered the uprooting of the trees to be halted. Clinical work for this case served the purpose of educating students in core lawyering skills in the areas of legal writing and strategic litigation and it helped defend the human right to a healthy environment of the local community.

- **Syracuse University and Kenyatta University** partners conducted three successful outreach and extension activities that took place at the National ICT Innovation and Integration Center, Kenyatta University, and Thika School for the Blind. Through these activities 21 individuals (nine females) were trained on how to use assistive technology features of the iPad mini®. These three activities illustrate the commitment of the partners in extending the work of utilizing technology (iOS devices) to enhance educational opportunities for individuals with visual impairments.
- Water professionals throughout the Eastern Caribbean participated in Water and Climate Education (WACEP) short courses organized by the **Columbia University-University of the West Indies CERMES- Caribbean Institute for Meteorology and Hydrology** partnership. These courses aimed at enhancing climate change mitigation and water resource management capacities in the region. Finding an increased demand for WACEP short courses by working professionals, the University of the West Indies (UWI) recently delivered short courses (Introduction to Water Sustainability/Climate & Climate Information and Predictions from Seasons to Decades) on the use of climate information for water management. In response to the demand for this collection of offerings, UWI is seeking a permanent place for the courses, perhaps within the Master in Sustainable Development track. Institutionalization of WACEP and utilization of an online campus would ensure that the professional-level certificate program be accessed by a wide array of practitioners, thereby strengthening the region's ability to train professionals and develop more sustainable climate change management policies across the Caribbean.
- The **Arizona State University and Yerevan State University (YSU)** partnership supports the advancement of gender equality in Armenia through a number outreach activities provided under the leadership of the Center for Gender and Leadership Studies (CGLS) at YSU. The CGLS worked with YSU's career center to offer outreach events about social marketing training and presentation skills, as well as hold meetings with institutes and organizations in order to share the priorities of the center and discuss public attitude toward gender related issues in Armenia. Participants of these outreach activities include YSU students, YSU alumni, and individuals from other higher education institutions within the community.

## 2.3 Improved Relevance and Quality of Workforce Development Programs (USAID Goal 2, Result 2.3)<sup>9</sup>

HED's partnerships' efforts toward USAID Goal 2, Result 2.3, promoting demand-driven tertiary education programs, are tracked and reported through three indicators:

- Number of new U.S. government-supported tertiary education programs that develop or implement industry-recognized skills certification (F INDICATOR);

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<sup>9</sup> High-quality higher education programs help individuals acquire knowledge and skills that increase productivity and stimulate entrepreneurial thinking, which in turn may contribute to improved effectiveness and efficiency, competitiveness, and consequently economic development: "The introduction of new technologies has ignited the economic development process worldwide. For developing countries, these development trends require long-term economic reforms and a coordinated workforce development strategy. An effective workforce development strategy must include demand-driven systems that offer a wide range of education, training and information for skills development and creation of a new mindset for work." (USAID Education Strategy, page 13)

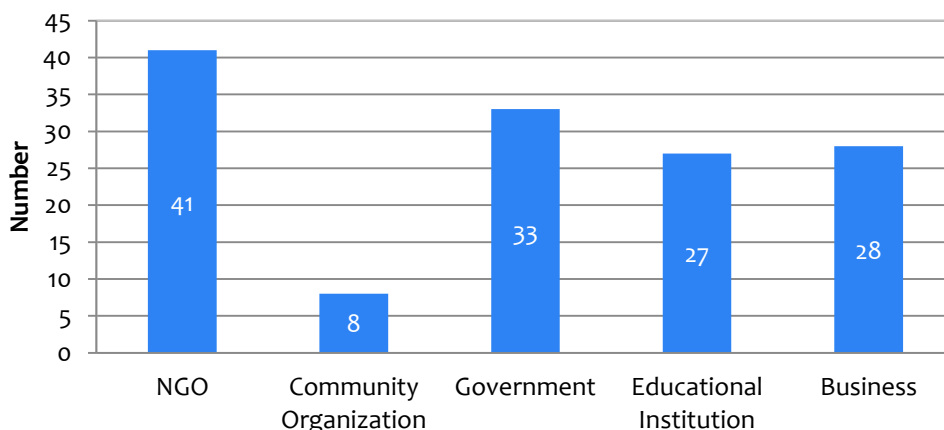
- Number of U.S. government-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners (F INDICATOR); and
- Number of U.S. government-supported tertiary programs with curricula revised with private and/or public sector employers' input or on the basis of market research (F INDICATOR).

These three indicators fall under HED's LWA Objective 3. Partners report data to HED for these three indicators on education offerings once per fiscal year, during the month of October (for the preceding fiscal year). Given that frequency, data for those three indicators will be reported and analyzed in the FY2014 annual performance report.

## 2.4 Other Collaborating Stakeholders

During the first half of FY2014, HED partnerships engaged several different categories of collaborating stakeholders beyond the primary partner institutions. These institutions included businesses, community organizations, other educational institutions, government agencies, and NGOs (see **Figure 6**). From October 2013 to March 2014, 33 partnerships worked with 137 such collaborators.

**Figure 6. Types of Other Collaborating Stakeholders: October 1, 2013 to March 31, 2014**



### Outreach, Extension, and Training

HED partnerships provided outside stakeholders with training opportunities and collaborated with them to provide training opportunities. In Colombia, the Florida International University partnership with Pontificia Universidad Javeriana is helping to develop a professional certificate program for individuals working in fields related to biodiversity conservation. These certificate courses are being developed in conjunction with NGO partners Parques Naturales y Nacionales de Colombia and Patrimonio Natural and the U.S. Department of the Interior. The certificate aims to address capacity gaps in the different organizations and will be offered through Javeriana's Office of Continuing Education. In Liberia, the Indiana University and University of Liberia partnership invited both NGOs and government personnel to give lectures to student groups. The World Health Organization, UNICEF, and the City of Monrovia Department of Sanitation and Waste Management gave lectures on topics such as epidemiology and hazardous waste disposal.

### **Mentorship**

Many stakeholders were engaged by partnerships to provide mentorship opportunities for faculty and students. For example, the Enterprise Development and Market Competitiveness Project, a community organization, connected the Arizona State University and Yerevan State University (Armenia) partnership with a network of female entrepreneurs to work with the Gender Center's mentorship program.

### **Research**

Collaborating stakeholders also played key roles in partnership-supported research and applied research at host country institutions. Colorado State University and University of Nairobi (Kenya) worked with the government entity Intergovernmental Authority for Development to submit an application to a call for proposals. If funded, the award will greatly enhance the capacity of the partnership's Centre for Sustainable Dryland Ecosystems and Societies to demonstrate the potential for up-scaling innovations and best practices for building resilience against drought and climate change impacts in the Horn of Africa.

### **Leveraging Resources**

Several partnerships enlisted outside stakeholders to help leverage resources to enhance partnership impact. The partnership between Eastern Iowa Community College District and Al Quds College (Jordan) collaborated with the NGO AL-Ordonia Lilebaa to this end. Al Quds College signed a memorandum of understanding with Al-Ordonia Lilebaa, an NGO that focuses on helping entrepreneurs open and establish their own business. Al-Ordonia Lilebaa has established business incubators in four regions around the Jordanian Kingdom.

### **Experiential Learning**

Partnerships also engaged with stakeholders to help students find employment. For example, the Red Rocks Community College (Colorado) partnership with Al-Huson University College (Jordan) has placed students in internships at several businesses including Philadelphia Solar and Nour Solar. In addition, the Illinois Institute of Technology partnership with the Cleaner Production Consortium has worked closely with Costa Rica's National Cleaner Production Center to find small and medium-size enterprises where students may be placed to gain practical experience in conducting cleaner production diagnostics.

### **Career Placement**

The University of Florida partnership with the Universidad Nacional de Asuncion (Paraguay) successfully engaged with PIVOT during this past reporting period. PIVOT is a government employment agency in Paraguay. It provided the partnership's newly inaugurated Career Development and Job Placement Center with access to its extensive database.

## **2.5 Notable Accomplishments**

### **Outreach and Extension Work**

Illinois Institute of Technology partnership with a consortium of higher education institutions in Central and South America has cited the high level of outreach with multiple types of stakeholders, but particularly with micro-, small, and medium-sized enterprises (MSMEs) as its greatest success this reporting period. Partner institutions are taking on a more active role in the recruitment of companies for

practicum courses, utilizing their own business networks. Several partner institutions have also begun offering training to technical staff of the participating MSMEs so that they are better equipped to implement the recommendations coming out of students' cleaner production diagnostics reports.

### **Research**

Colorado State University and the University of Nairobi held three research feedback workshops for stakeholders in three dryland counties, reaching nearly 100 state, NGO, and community leaders. The partners are able to better validate results by engaging community members and leaders during the workshops. They also provide input on the implementation of workshop recommendations and strengthen the partnership's participatory research approach. The feedback workshops have been widely applauded by the respective partners, leading to increased demand for similar forums in the counties, particularly at community level.

### **Student engagement**

Several partnerships have selected student engagement in field work, internships, and outreach as their greatest success this reporting period. The partnership between the University of Richmond (Virginia) and Universidad Nacional de Ucayali (Peru) provided a challenging field experience in the remote Yurua region to 10 students. All the students initiated and finalized interdisciplinary and applied field work during the months of October and November 2013. The Indiana University, University of Massachusetts Medical School, and University of Liberia partnership saw the Ministry of Health and Social Welfare engage students in an emergency response to an Ebola outbreak.

## **Section 3—Learning from Higher Education Partnerships**

USAID’s ADS Chapter 203, Assessing and Learning, states that “learning is fundamental to an adaptive approach to development. [It helps] coordinate...efforts, collaborate for synergies, learn more quickly, and make iterative, timely course corrections.”<sup>10</sup> Learning also contributes to advancing the knowledge and tools available to the larger community of development experts, researchers, and decision-makers. To track performance on HED’s efforts to generate and disseminate learning, data are collected and reported on five custom indicators:

- Number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations;
- Number of new technical resources or other related documents and materials that HED creates for the higher education community; and
- Number of evaluations or impact assessments carried out whose findings have been published or widely distributed.

These indicators fall under HED’s LWA Performance Objectives 6 and 7. Performance data for these indicators during the first two quarters of FY2014 are presented in **Table 4**.

**Table 4. Sharing Learning from HED: October 1, 2013 to March 31, 2014**

LWA Indicators	Results for October 1, 2013 to March 31, 2014
CUSTOM INDICATOR: Number of technical presentations given or organized by HED staff at higher education and international development conferences and/or institutions/organizations	1
CUSTOM INDICATOR: Number of new technical resources or other related documents and materials that HED creates for the higher education community	0
CUSTOM INDICATOR: Number of evaluations or impact assessments carried out whose findings have been published or widely distributed	2

Please note that HED’s LWA PMP was modified (Modification Number 24 took effect in March 2014) in compliance with USAID’s decision to focus HED’s work only on partnership management activities. As a result, HED will no longer provide USAID Bureaus and Missions with short-term technical assistance or program design assistance in FY2014 and FY2015. Similarly, HED is no longer required to facilitate roundtables, meetings, seminars, or workshops. Consequently, HED is no longer collecting and reporting data on the following performance indicators:

- Number of technical assistance requests from USAID Missions and/or Bureaus received;
- Number of technical assistance field visits to USAID Missions (by team members/composition);
- Number of research activities conducted by HED; and
- Number of roundtables and/or conferences organized by HED.

As a further outcome of Modification 24, HED will no longer engage in strategic outreach activities in relation to higher education development initiatives. In previous performance reports, such information included highlights of HED’s activities for publicity assistance to USAID, public relations, publications, social media, and branding and marketing.

<sup>10</sup> <http://www.usaid.gov/sites/default/files/documents/1870/203.pdf>



## 3.1 Learning from Partnership Evaluations

As partnerships mature and their implementation enters the completion stage, HED will focus to a greater extent on external evaluation design and execution. This process involves developing a detailed scope of work (SOW), a comprehensive recruiting process for external evaluators, and a thorough evaluation methodology and criteria. This approach will allow HED to manage upcoming evaluations in FY2014 and FY2015 systematically, applying a standardized methodology to different types of evaluations and assessments.

This reporting period, **HED carried out two external evaluations and published or widely distributed their findings and recommendations:**

- Final external evaluation for the University of Texas at San Antonio (UTSA) and the Small Business Development Center (SBDC) grant #1 (Latin America and the Caribbean)
- Final external evaluation for the Georgia State University (GSU) and Cairo University (CU) partnership (Egypt)

### **Egypt: Enhancing Capacity for Research in Economics: AYSPS-FEPS**

**Partnership Background.** The partnership between the Georgia State University (GSU) Andrew Young School of Policy Studies (AYSPS) and Cairo University (CU) Department of Economics (DOE) and Faculty of Economics and Political Science (FEPS) began in 2008 and ended in August 2013, after a yearlong delay due to political upheaval in Egypt. The goal of the partnership was to increase the capacity of FEPS faculty in economic research, outreach, and as such to serve as a hub for research, teaching, and technical economic assistance in the region.

**Evaluation Objectives.** The purpose of this final evaluation was to assess end-of-partnership performance, focusing on the following objectives:

- Evaluate the partnership by articulating the partnership's theory of change and the methodology used to assess the extent to which intended outcomes were accomplished;
- Assess the partnership's contributions to outcomes as described in the reconstructed theory of change;
- Document and discuss lessons learned from the implementation of the partnership; and
- Provide recommendations to FEPS, AYSPS, HED and USAID on strategies and actions to ensure the achievement of long-term objectives.

### **Key Evaluation Findings**

- Faculty visits to AYSPS enhanced human capacity through exposure to resource rich libraries, collegial discussions and observations of pedagogical innovations.
- Institutional capacity was enhanced by the partnership as both institutions were engaged in building a long-term collaborative research agenda.
- The short courses offered by AYSPS faculty at FEPS were an effective way to introduce faculty, staff, and colleagues from other institutions to new ideas and techniques in economics and policy analysis.
- Information technology expertise has been critical in supporting outreach capability and on-going research and teaching innovations.

## **Recommendations**

- Deepening the relationship with AYSPS through continued joint projects and a mutual exchange of faculty and students are important post-project steps to improve the prospects of sustainability. For example, a joint graduate program between FEPS and AYSPS was discussed as part of an end of project memorandum of understanding. This type of activity will continue to deepen ties, as it will create common academic goals as well as a growing network of scholars within the institutions and the profession.
- To ensure the sustainability of this investment in human and institutional capacity, it is important for FEPS to plan for securing resources that will encourage continuous faculty development. This includes investing in electronic library resources essential for staying current in the field, participating in trainings, conferences, international collaborations, and policy outreach.
- Short courses need to have manageable amount of material and be on-going to build expertise over time. The continuation of these courses whether provided by AYSPS faculty or later by FEPS faculty will be an important component of outreach to the larger policy community and will contribute to the reputation of FEPS as a training hub.

## **Central American Small Business Development Center Program**

**Partnership Background.** The Small Business Development Center (SBDC) network is the largest and most successful network of assistance to small and medium-size enterprises (SME) in the United States. Expanding the SBDC model throughout the Americas is policy-level action, aimed to link Western Hemisphere countries committed to democracy and open markets in an effort to promote inclusive growth and prosperity.

In such context, the partnership had the goal of creating national SBDC networks in Central America, based on the proven U.S. SBDC model. University of Texas at San Antonio (UTSA) has developed a process to support countries in establishing their own SBDCs (CREAPYMES in Costa Rica, and CDE-MIPYMES in Honduras)

The impetus for this final evaluation was the end of an SBDC grant to fund activities in Costa Rica and Honduras. Managing a second SBDC grant for activities in Columbia and Peru, HED's additional motivation in conducting this evaluation was to provide SBDC stakeholders with strategic recommendations that could be adopted for future network deployments.

**Evaluation Objectives.** The purpose of this final evaluation was to determine the extent to which SBDC grant #1 has achieved its objectives and make recommendations that could be adopted for the ongoing implementation of grant #2, and in general, in future SBDC activities. The evaluation focused on the following objectives:

- Evaluate the partnership's design and implementation model;
- Assess the partnership's performance and contribution to output-level results;
- Document major management practices, challenges, and lessons learned; and
- Provide recommendations to partnership institutions, HED, USAID and DoS on strategies, possible adjustments to the design and specific actions to ensure sustainable achievement of long-term objectives.

## **Key Findings**

- The partnership addressed a real need and responded to policy considerations of major program stakeholders from the municipal level, proceeding through national governments, and Central America multilateral organizations.

- The partnership showed high efficiency in carrying out its activities. UTSA, with HED support and CENPROMYPE's collaboration, was an actively engaged, leading, and committed implementer.
- Effectiveness was highest for activities depending solely on the implementer's decisions and actions, and lower regarding those capacity building activities to be performed by the recipient country.
- The partnership seeks to create and develop centers, associations, networks, collaborations, staff, information systems, and so on; but it lends little attention to the demand side of the business development services market. It does not work directly with micro-, small, and medium- sized enterprises (MSMEs), nor does it include mechanisms to promote, qualify, articulate, and engage such demand.

### **Recommendations**

- The partnership should seek a better balance between the initial stages and the final ones. A greater involvement is needed in the adoption process to help improve the effectiveness of the implementation, consolidation and internationalization processes.
- Particular attention should be granted to the adaptation process as it evolves, country by country, with differing political, legal, organizational, administrative, and cultural conditions. UTSA should develop in-house expertise in understanding the LAC region and to enrich its capacity building skills.
- While new programs are initiated in other countries, the program must continue to build relationships and support on an ongoing basis with previous country programs to ensure sustainability.
- The partnership must make sure that in each new country MSMEs and entrepreneurs are taken into active consideration from the onset. This involves engaging individual business leaders, MSMEs associations, cooperatives, and all other organizations that serve small businesses and entrepreneurs.
- The international trade component of the program should address real life international business opportunities and the practical methods business can use to archive success internationally.
- The partnership should define its own sustainability strategy in the mid and long run in terms of program design, funding and implementation. That strategy must consider not only the process of creating more SBDCs, or networks, but also a plan for sustaining the expansion of the SBDC network, its funding, and human resources required to continue beyond the life cycle of a grant.

## **3.2 Learning from Partnership Implementation**

### **Actions Taken to Remediate Challenges**

**Funding Uncertainties.** The reduction in HED and some partnership budgets have had an unnerving effect on program implementation during the period under review. Even after resolution of the funding issue, program implementation continued to feel the effects. Furthermore, delays in transfers of funds from U.S. institutions to host-country institutions have also affected implementation progress in some partnerships. Also, two major partnership budgets in South Sudan underwent significant reductions,

requiring budget and implementation plan adjustments to accommodate the reduced budget levels. Furthermore, the Bahrain Polytechnic - Central Community College partnership saw funding suspended on the Bahraini side in an expression of diplomatic reciprocity. This, in conjunction with an earlier overall partnership budget cut driven by limited U.S. Middle East Partnership Initiative (MEPI) funding, led to a subsequent decision to seek early partnership closeout. In other partnership instances, the effects were those of delayed implementation schedules as activities were put on hold until the funding uncertainty was resolved.

**Action(s) taken:** Partners have attempted to bridge funding gaps by leveraging resources from partner organizations. For example, when university administrators were delaying curriculum adoption, the partners have initiated in-depth discussions through department directors, ministry officials, and their USAID activity manager. One partnership that was unable to gain approval for a master's degree curriculum created a certificate program in the interim, allowing the host-country institution to enroll students in the new courses. Students who successfully complete the certificate will be granted credit towards the master's degree once it is approved by the Ministry.

**Government Approvals of Modified or New Curriculum.** Partnerships in Morocco and Rwanda have suffered delays in implementing new or modified curriculum pending formal government approvals of same. Similarly, the consolidation of 13 public universities in Rwanda into the new University of Rwanda has delayed implementation of some activities, and in some cases, restructuring of relationships with higher educational entities as partners, as the consolidation process has rolled out.

**Civil Conflict and War.** The tragic civil war in South Sudan has had major impact on both the Virginia Tech - University of Juba and Indiana University - University of Juba partnerships. Following a joint U.S. Embassy/USAID program review, the decision was reached for an early closeout in August 31, 2014 of the Virginia Tech - University of Juba partnership, with all on-the-ground activities to cease by March 31, 2014. Reconciliation of accounts and equipment disposition has been particularly complex, given the difficulty of the ongoing security situation and inability to travel in-country. The Indiana University - University of Juba partnership was more fortunate: After a repurposing and reprogramming and rebudgeting of partnership activities, the partnership will continue with long-term masters training carried out in Indiana, but with a cessation of all the ground activities in-country.

**Political and Campus Unrest.** In some host countries, political instability led to travel bans, gaps in communication and delays in the implementation of project activities. The Highline Community College - Mataria Community College partnership in Cairo, Egypt has experienced significant delays in implementation as the political uncertainty in Egypt, combined with multiple changes in Ministry of Higher Education leadership, and questions surrounding USAID funding for ongoing and new activities has left the partnership in limbo for many months. Recent efforts to re-activate the partnership, with USAID agreement, have begun to yield small but positive results, and there is optimism that activities will be re-initiated. In other countries such as Kenya, recent travel warnings have affected student travel for many U.S. higher education institutions, but have not materially affected partnership implementation for the two partnerships - Kenyatta University - Syracuse University and the University of Nairobi - Colorado State University. Campus unrest, student and faculty demonstrations also took place on some university campuses, causing delays to academic calendars, as well as implementation of some activities.

**Action(s) taken:** Partners have attempted to stay in touch via telephone and email in order to be ready to begin implementation as soon as circumstances in their respective host countries stabilize. In cases where partnership personnel are able to travel, they re-allocated their time by working on activities scheduled for the next reporting period or fiscal year. In more extreme cases, partners have re-designed implementation plans to provide training in the United States or a third country.

**Limitations to Communication and Technology.** Several partners have cited technological challenges, including low internet bandwidth and lack of consistent electricity in host countries. In addition, some partners have encountered communication challenges, leading to activities occurring without the knowledge of all parties involved. In these instances, partners were unable to provide substantial input into planning and ensuring that adequate pre- and post-evaluations were conducted.

**Action(s) taken:** To address technological shortcomings, some partners have rescheduled management tasks to take place during the time of day when internet connections are most reliable. In the case of one partnership experiencing frequent electricity outages, partners helped refurbish a generator to provide more consistent power. Another partnership has attempted to remediate its communication problems by asking for monthly, detailed implementation plans, and holding regular conference calls with personnel.

## **Lessons Learned**

**Building the Trust of Community Stakeholders.** Gaining the trust of community stakeholders is essential to the success of a partnership's outreach and extension efforts. By holding regular, open outreach meetings with potential collaborators, partners were able to raise awareness of services provided and encourage sharing ideas for future collaborations. Partnerships that have cultivated relationships with community stakeholders throughout implementation have found that they are more willing to take up research findings, outputs and technologies.

**Thoughtful Workshop Planning.** Successful, partnership-organized, technical workshops involve deliberate real-time evaluation, flexibility, and buy-in from participants. One partnership program held successful workshops in large part because facilitators proactively engaged participants in a daily evaluation of workshop sessions so that adjustments could be made in real-time to remaining workshop sessions. By increasing buy-in among participants in this way, workshop facilitators were able to conduct sessions with a fully engaged audience.

**Balanced Partnerships.** Much of a partnership's success is based on the quality of the participation of the teams at the U.S. and host-country institutions. Reaching a meaningful and beneficial outcome to the award requires dedication to the project by all the members and agreement on a vision. Many HED partnerships have been fortunate to have such dedicated groups of faculty and administrators.

**Close Working Relations with USAID Missions.** Partners received guidance and support in the implementation of planned activities in a number of countries where stronger collaborations between partnership directors and members of their team with Missions staff are forged.

## **3.3 Disseminating Learning**

This reporting period, due to the reduction in support for HED operations, **HED staff gave only one technical presentation on the higher education and development theme.** The presentation, titled "Measuring Contributions to Global Learning and Workforce Development through Higher Education Partnerships," was given at the 2014 Association of International Education Administrators Conference (February 2014).

The Association of International Education Administrators (AIEA) is a membership organization composed of leaders engaged in advancing the international dimensions of higher education. The purposes of the association are to cooperate in appropriate ways with other national and international groups, improve and promote international education programming, establish and maintain a professional

network among international education institutional leaders, and provide an effective voice on significant issues within international education at all levels.<sup>11</sup>

This year's annual conference theme, *Universalizing Global Learning in the 21st Century Academy*, focused on the need for institutionalized global learning at institutions of higher education. In a session titled *Measuring Contributions to Global Learning and Workforce Development through Higher Education Partnerships*, HED staff discussed HED's Broader Middle East and North Africa-United States Community College Initiative and Job Opportunities for Business Scale-Ups (JOBS) higher education partnerships. The presentation elaborated on how these partnerships are bridging the gap between the classroom and student employment in six Middle Eastern countries, the Philippines, Tunisia and Barbados.

The presenters talked about the common themes in HED's experience that are the elements of global engagement in higher education, the key of which is deciding what to measure to demonstrate results, and using a balanced approach in choosing funder-driven, standard indicators and recipient-driven custom indicators. The example of HED's BMENA and JOBS partnerships has shown that it is difficult to measure access with the absence of institutional systems, and that partners were able to use custom indicators to measure important results such as increase in knowledge and skills among faculty and students, effectiveness of alliances, and knowledge gained through extension and outreach activities.

At the end of this reporting period, ACE archived HED's website to comply with USAID's directive to eliminate HED's communication function. ACE will continue to provide current information on HED in a newly established page on its website as of April 1, 2014.

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<sup>11</sup> <http://www.aiceworld.org/>

## **Section 4—Partnership Performance Management**



HED uses results-based management principles and a management information system (Partnership Results and Information Management Engine, or PRIME) to manage the performance of higher education partnerships through a structured process of periodic and regular monitoring activities, performance reviews, and data quality checks. To track its efforts toward performance management, HED collects and reports data on three indicators:

- Number of monitoring visits across HED portfolio (CUSTOM INDICATOR);
- Number of updated and/or new HED performance management processes (CUSTOM INDICATOR); and
- Number of new technical resources or other related documents and materials that HED creates for the higher education community (CUSTOM INDICATOR).

The first two indicators fall under HED's LWA Performance Objective 7. The third indicator falls under Objective 6. Performance data for HED's results-based management achievements during the reporting timeframe are presented in **Table 5**. In addition to data on these three indicators, further information on HED's baseline activities is also reported in this section.

**Table 5. Results-based Management: October 1, 2013 to March 31, 2014**

LWA Indicators	Results for October 1, 2013 to March 31, 2014
CUSTOM INDICATOR: Number of monitoring visits across HED portfolio	15
CUSTOM INDICATOR: Number of updated and/or new HED performance management processes	3
CUSTOM INDICATOR: Number of new technical resources or other related documents and materials that HED creates for the higher education community	0

## 4.1 Monitoring Site Visits

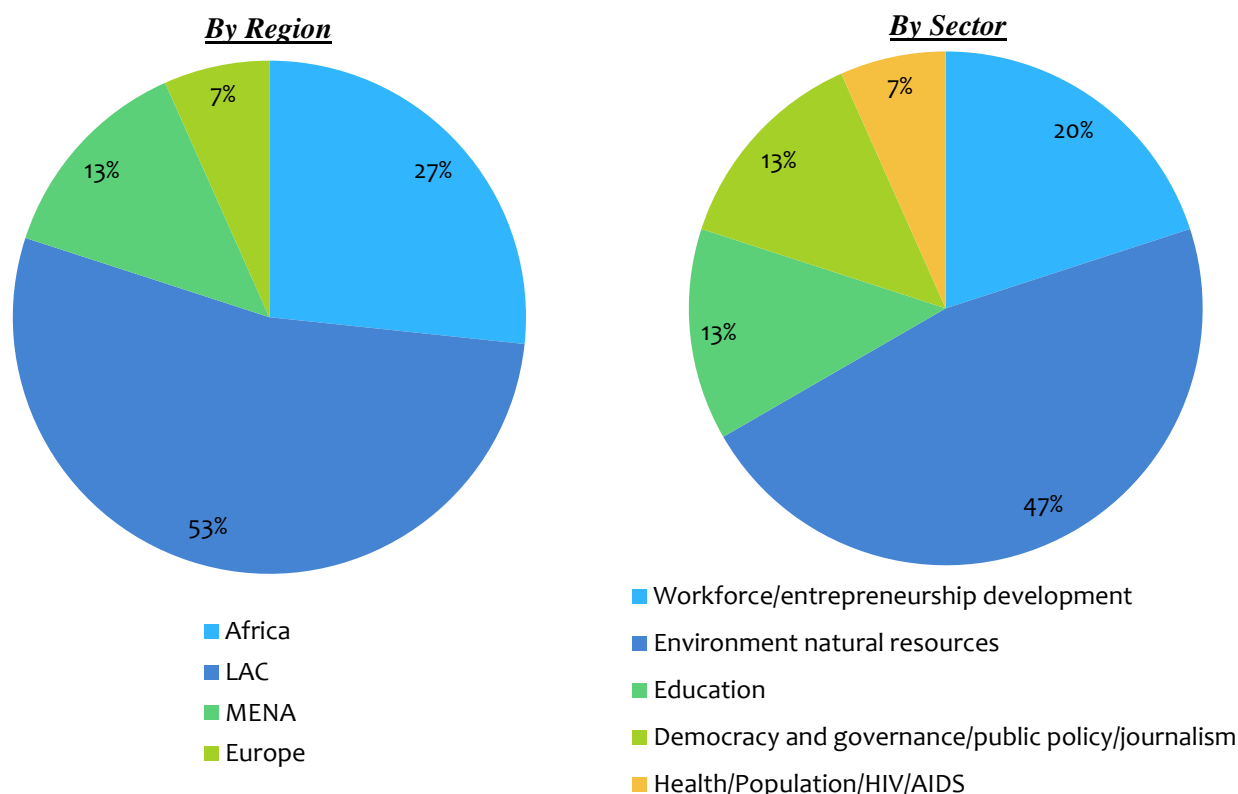
HED staff conducts monitoring site visits to both U.S. and overseas partner institutions, during which staff members discuss progress toward the partnerships' objectives and assess diverse areas of performance. During the first two quarters of FY2014, HED staff completed **15 monitoring site visits**.

HED staff members use a comprehensive monitoring protocol to assess performance and progress before, during, and after the site visit, and if needed, troubleshoot problems. The monitoring visit protocol covers areas that include budget spending, indicator spot checks, and overall performance and progress criteria.

### **Partnerships Monitored, by Geographic Region and by Primary USAID Sector**

During the first two quarters in FY2014, HED visited partnerships in four of the five regions where HED has active partnerships. The majority of visits (53 percent) were in Latin America and the Caribbean, as reflected in **Figure 7**. Another 26 percent of visits took place in sub-Saharan Africa and 13 percent in the Middle East and North Africa. HED conducted one monitoring visit to the Europe and Eurasia region. Most partnerships visited (46 percent) were in the environment sector.

**Figure 7. Monitoring Visits, by Geographic Region and Primary USAID Sector: October 1, 2012– March 31, 2013**



### **Supporting Partnerships to Establish and Achieve Desired Results throughout the Partnership Cycle**

The purpose of a monitoring visit depends on the implementation circumstances that a partnership is experiencing. Although HED’s monitoring protocol is designed to typically assess progress toward the performance objectives, check the implementation process, and evaluate the quality of performance data, there may be other purposes for a monitoring visit that focuses on a specific issue requiring technical support, or a Data Quality Assessment.

An example of a technical support monitoring visit involves HED’s travel to Peru and Brazil for Initiative for Conservation in the Andean Amazon (ICAA). The ICAA Higher Education Partnerships Program experienced programmatic re-focusing and scope of work changes during the last fiscal year. Specifically, after the premature closure of partnership activities in Bolivia, University of Florida’s Bolivia activities were relocated to Peru and Brazil, which required baseline support from HED.

As the entire portfolio of HED partnerships is maturing and reaching the final stages of implementation, the purpose of monitoring visits has been shifting. With strong relationships between partners and an established reporting platform, HED is increasingly focused on examining the tools and methodologies partners have been using and collecting their feedback and observations. During this period, for example, HED started using its newly developed Data Quality Assessment (DQA) tool in the monitoring visits.

**Baseline Assessments.** In line with HED’s practice to accompany partners for the final portion of the baseline assessment trip whenever resources and personnel are available, HED traveled to the field to provide technical

assistance to the partners as they worked to adjust and finalize their M&E documents. This reporting period, HED worked with the University of Florida, Universidad Nacional Amazónica de Madre de Dios, and Universidade Federal do Acre partners in Peru and Brazil, to review, adjust, and finalize the baseline assessment and the three partnership M&E documents: Results Framework, Partnership Management Plan, and Partnership Implementation Plan. The partners reserved six full days to work with HED on these revisions.

During the first two quarters of FY2014, baseline discussions were the focus of two more visits in Burkina Faso and Uganda for Tuskegee University - 2iE and Tulane University - OHCEA partnerships. These two partnerships have received funding to carry out phase II activities—that focus on master’s degree-level student internships, student mentoring, and outreach activities in the region—which required baseline data collection and change to the scope of work.

**Mid-implementation Progress and Data Verification.** All of HED’s visits include an evidence-based examination of implementation progress. HED staff completes a snapshot of performance using all data available, based on the following seven performance areas: financial expenditure, burn rate, cost-share contribution, financial reports, progress reports, attainment of performance targets, and achievement of partnership objectives. All of those areas receive ratings on a pre-established scale. The performance areas that receive the lowest ratings are flagged, documented, and discussed with partners. Findings serve as a platform on which stakeholders may make decisions regarding implementation.

During this year’s mid-implementation visits, HED conducted verification of partnership data by reviewing selected performance indicators for each partnership monitored. These indicators were selected based on their critical significance to the partnership or based on whether these indicators have presented specific challenges in the past. This indicator verification process includes discussions based on partnership experiences collecting data for the indicators being verified, a review of documentation if available, and an examination of data limitations or challenges.

**Data Quality Assessments (DQA).** A DQA is a systematic, cooperative, and action-and-results-driven process that HED and partners use to examine the data management systems that a partnership designed and actually applied. HED conducted three DQA-focused monitoring visits during the first half of FY2014. In each visit, the DQA examined USAID F indicators, Program-level indicators, and Custom indicators. Each DQA revealed different as well as shared challenges to data collection. The findings allowed for constructive discussions with partners covering the following themes:

- Approaches to count the total number of participants when attendance variances occur during multi-day events
- Best ways to capture newly created activities and outputs which were not originally anticipated
- Strategies to address needed changes in data collection methodologies and indicator definitions (To what extent can those definitions and methodologies be interpreted by the implementers? To what extent can the language be adjusted? Etc.)
- Sufficiency of program-level indicators for providing appropriate and adequate measurements for a partnership’s outcomes

**Close-out Procedures, Continuation of Activities, and Sustainability Discussions.** As partnerships near the end of their implementation cycle, monitoring visits involve discussions with partners regarding close out activities, future activities, and sustainability considerations. HED is currently in the process of finalizing a sustainability tool that will help identify implementation areas to focus on to increase the likelihood of successful, sustainable operation beyond HED’s funding.

### *In Focus:*

#### **Data Quality Assessment at the University of North Carolina, Chapel Hill “Improving University Education and Outreach on the Ecuadorian Amazon” (Chapel Hill, March 24-25, 2014)**

A DQA at the University of North Carolina, Chapel Hill revealed that administering entrance and exit quizzes to participants was not the best way to measure increased knowledge. The program-level indicator definition was clear, but the data collection methodology lacked a qualitative component that could serve as a more appropriate form of measurement for the partnership’s particular academic offerings.

## **4.2 Performance Management Processes**

During the first two quarters of FY2014, HED staff developed **three new performance management processes**. Performance management, also known as managing for results, is the systematic process of monitoring the achievements of program activities; collecting and analyzing performance information to track progress toward planned results; using performance information and evaluations to influence decision-making and resource allocation; and communicating results to advance organizational learning and share performance information with stakeholders. Since 2012, HED has developed a comprehensive set of policies, processes, and tools to facilitate the results-based management of partnerships throughout their entire life cycle. This system enables HED and partners to ensure that results they intend to achieve are properly identified, performance data is effectively tracked, and the objectives are ultimately achieved.

The three new performance management processes developed during this reporting period are described below.

### **Data Quality Assessment Protocol and Template**

A part of HED’s results-based management tools, the DQA process is systematic, cooperative, and action- and results-driven. HED and partners use it to examine a project’s data management systems. It is a learning exercise for both HED and partners, who closely collaborate throughout the entire DQA process. A DQA looks at USAID standard indicators, program-level indicators, and partnership custom indicators. It examines elements for five quality domains, (that is, the five USAID-recommended quality standards of Validity, Integrity, Precision, Reliability, and Timeliness) to review partnerships’ data collection systems and whether these are set up to generate data of satisfactory quality over time. During HED’s visit, HED staff ensures that a partnership’s Performance Management Plan (PMP) captures performance as expected and as needed by reviewing data sources and collection methods. Following the DQA, a set of recommendations as well as an action plan are agreed upon by HED and partners. The follow-up to the DQA is a crucial part of the DQA process. Upon completion of the DQA, the PMP will be revised, if necessary, to reflect the current reality of a partnership’s data collection systems and identify which features, tools, or methods need to be improved.

### **Addendum to Monitoring Protocol**

During the summer of 2013, HED conducted an impact assessment of closed HED partnerships in Eastern Europe. The impact assessment interview questionnaire was organized around the HED Theory of Change and examined the partnerships’ internal and external relationship dynamics and systems. Valuable data were

collected using this questionnaire, which prompted HED staff to use some of the questionnaire's approaches to capture information on how structures and relationships can potentially influence performance progress during implementation. This newly developed addendum to HED's monitoring site visit protocol is composed of open-ended questions articulated around the five following themes: Relationship Building; Institutional and External Conditions; Collaboration with Other Stakeholders; Contribution to Strategic Context; and Sustainability. It is not mandatory that HED staff use these supplementary discussion questions during a monitoring visit. The questions are for guidance purposes and their use will depend on the nature of the visit and the context of the partnership. The questions may, for example, be tailored to each monitoring site visit's purpose, stage in implementation, or issues and opportunities identified for a particular partnership.

### **Associate Award Report Template (for Partners)**

Following an in-depth review and comparison of reporting requirements in Associate Award contractual agreements between USAID Missions and HED, HED developed a template for its staff to write their semiannual progress reports to the Missions. The template is composed of two sections: Recommendations (purpose; resources; and key tips on report writing and presenting of information); and Report Content (overall outline; detailed guidance on what information should be presented and how). This guidance presents a shift in how performance information should be communicated to interested parties. Precisely, information should be presented by performance objective—the report should neither be driven by the actual activities or the performance indicators. Presenting evidence of a partnership's performance status organized by objective allows coherence with the partnership's performance-based management plan and theory of change outlined in the award. Also, the Report Content is for guiding purposes only and the actual content of Associate Award reports will depend on what is required in the contractual agreement with the Mission; in some cases, for example, templates developed by Missions, such as Kenya, have been used to submit reports.

## **Section 5—Moving Forward**

FY2014 is the penultimate year of the HED Program. At the direction of USAID, the staff level of effort for the program has been reduced by 28 percent relative to the initial implementation plan submitted in July 2013. This reduction in staff comes at a time when the expenditures of partners are projected to be at the highest level in the history of the program. HED monitoring visits and other activities (virtual conferences, data quality analysis, etc.) will utilize tools for assessment and evaluation that enable partners to examine whether they are using all available funding towards maximizing results and enhancing capacity building and collaboration. At the same time, HED is working toward an orderly closeout of the program as partnerships complete their period of performance.

Because of academic calendars, the period between April 1 and September 30 is usually an intense period of activity for higher education partnerships. Anticipated major activities are listed below. The semiannual report for the period from April 1, 2014 through September 30, 2014, will provide further detail on these activities.

### **Assessments and Evaluations**

- An outcome evaluation of the JOBS Barbados partnership (University of the West Indies Cave Hill School of Business with Indiana University) is planned for July/August 2014.
- A process evaluation, examining the faculty training component of the partnership of LUANAR/Bunda College of Agriculture, Chancellor College in Malawi and Michigan State University will take place in April, 2014.
- A mid-course evaluation of the three partnerships in Colombia focusing on human rights will take place in April/May 2014.
- A DQA will be conducted in Armenia in June 2014.

### **Partner meetings**

- Collaborations among partners and sustainability of activities will be the focus of a meeting of U.S. and Colombia partner law schools meeting in Santa Marta and Barranquilla, Colombia (April-May 2014). At this meeting, HED will share with partners the results of its mid-term assessment of their partnerships.
- At the meeting of partners in the Initiative for the Conservation of the Andean Amazon (ICAA) in Ecuador in June, 2014, HED will implement and test a “Sustainability tool” to guide partner strategic discussions.

### **Planned monitoring site visits**

- A monitoring visit to three partnerships in Jordan took place in June, 2014:
  - Eastern Iowa Community College – Al Quds Community College
  - Red Rocks Community College – Al-Huson Community College
  - Washtenaw Community College – Al Quds Community College
- A monitoring visit to three partners in Morocco will take place in June 2014:
  - Gateway Technical College - ENSET Oujda and Université Mohammed I (Entrepreneurship)
  - Gateway Technical College- ENSET Oujda (Scale-up)
- A monitoring visit to Armenia will take place in June 2014 as a part of the Women’s Leadership Program (WLP), with a special focus on data quality assessment
  - Arizona State University – Yerevan State University
- A site visit to partnerships in Jordan, Morocco, Lebanon and Tunisia is planned for September 2014
- A visit to Hawaii and then to the Philippines for the Philippines JOBS partnership (University of Hawaii with Southern Christian College in Mindanao) is planned for August, 2014
- Site visits to partnerships in the Africa-US Higher Education Initiative in Ethiopia, Kenya, Liberia, and Uganda are planned during the fourth quarter of FY2014



# Appendices

**Appendix A. All Targets, Actuals, and Progress to Targets at a Glance for HED's LWA Performance Objectives 1–7**

**Appendix B. HED's Culture of Evidence-based Decision Making and Reflective Learning, USAID's Education Strategy, and USAID Forward**

**Appendix C. Active Awards under the Leader Award, Associate Awards, and Cooperative Agreements**

**Appendix D. Success Stories**

**Appendix E. HED Staff and Advisory Board**

**Appendix A. All Targets, Actuals, and  
Progress to Targets at a Glance for HED's  
LWA PMP Objectives 1–7  
October 1, 2013–March 31, 2014**

**All Targets, Actuals, and Progress to Targets at a Glance for HED's LWA Performance Objectives 1–7:  
October 1, 2013–March 31, 2014**

LWA Performance Objective	Performance Indicator	FY2014 Targets	October 1, 2013 to March 31, 2014 Actuals	Progress to Targets	Comments (if any)
<b>Objective 1:</b> HED will work with higher education institutions and USAID Missions, bureaus, and technical sectors to design RFAs resulting in 10 or more collaborative partnerships (4-8 solicitations annually--Leader and Associate Awards.	Number of RFAs designed	0	0	n/a	n/a
<b>Objective 2:</b> HED will widely distribute RFAs and conduct fair and transparent application review, and nomination processes for partnership selection resulting in broad participation from the U.S. higher education community.	Number of contacts through which RFA was advertised	0	0	n/a	n/a
	Number of applications received	0	0	n/a	n/a
	Number of peer reviews organized and completed	0	0	n/a	n/a
	Number of peer reviewers	0	0	n/a	n/a
	Number of applications recommended for funding	0	0	n/a	n/a
	Number of collaborative partnerships funded	41	42	102%	n/a
<b>Objective 3:</b> Partnerships between U.S. and host country higher education institutions will result in improved <u>institutional capacity</u> to offer technical assistance for addressing development goals in host countries.	<b>3.2.2-33 F INDICATOR: Number of USG-supported tertiary education academic degree programs that include experiential and/or applied learning opportunities for learners</b>	24			n/a
	<b>3.2.2-35 F INDICATOR: Number of U.S.-host country joint development research projects</b>	121			n/a
	<b>3.2.2-36 F INDICATOR: Number of curricula developed/revised with stakeholder input or based on market demand</b>	73			n/a
	<b>3.2.2-38 F INDICATOR: Number of new or improved policies that support increased access of underserved and disadvantaged groups</b>	22			n/a
	<b>3.2.2-39 F INDICATOR: Number of new USG-supported tertiary education programs that develop or implement industry recognized skills certification</b>	9			n/a

LWA Performance Objective	Performance Indicator	FY2014 Targets	October 1, 2013 to March 31, 2014 Actuals	Progress to Targets	Comments (if any)
	<b>3.2.2-40 F INDICATOR: Number of USG-supported research initiatives whose findings have been applied, replicated or taken to market</b>	32			n/a
	Number of higher education institution engagement/outreach activities in community	262	107	41%	n/a
<b>Objective 4:</b> Partnerships between U.S. and host country higher education institutions will result in improved <b>human capacity</b> of higher education professionals' to address teaching, research, and public service resulting in measurable effects on regional and national development goals.	<b>3.2.2-41 F INDICATOR: Number of individuals from underserved and/or disadvantaged groups accessing tertiary programs</b>	4,581			n/a
	<b>3.2.2-42 F INDICATOR: Number of tertiary institution faculty and teaching staff whose qualifications are strengthened through USG-supported university partnerships.</b>	50			n/a
	Number of host-country individuals (EXCLUDING faculty) who completed USG-funded <u>long-term</u> programs resulting in academic degrees or professional or technical certificates (Long-term qualifications strengthening - EXCLUDING faculty/teaching staff)	4,856			n/a
	Number of host country individuals who completed USG-funded <u>short-term</u> training or exchange programs involving higher education institutions (Short-term qualifications strengthening - ALL individuals)	2,797	2,326	83%	n/a
	Number of host-country institution faculty and/or teaching staff who enrolled in long-term training programs for qualifications strengthening [Training - Long Term (Enrolled)]	19			n/a
<b>Objective 5:</b> HED will secure advisory assistance/expertise from the higher education community to support USAID Bureaus, Missions and technical sectors' strategic objectives.	Number of technical assistance field visits to USAID missions (by team members/composition)	0	0	n/a	Following HED's LWA PMP Modification Number 24, ACE/HED will not be required to provide USAID Bureaus and Mission with short-term technical assistance in FY2014 or FY2015

LWA Performance Objective	Performance Indicator	FY2014 Targets	October 1, 2013 to March 31, 2014 Actuals	Progress to Targets	Comments (if any)
	Number of technical assistance requests from USAID missions and or Bureaus received	0	0	n/a	Following HED's LWA PMP Modification Number 24, ACE/HED will not be required to provide USAID Bureaus and Mission with short-term technical assistance in FY2014 or FY2015
<b>Objective 6:</b> HED will sponsor/promote a series of research studies, roundtables, conferences related to global development issues.	Number of technical presentations given by HED staff at higher education and international development conferences and/or institutions/organizations	2	1	50%	n/a
	Number of roundtables and/or conferences organized by HED	0	0	n/a	Following HED's LWA PMP Modification Number 24, ACE/HED will not be required to facilitate roundtables, meetings, seminars, or workshops in FY2014 or FY2015
	Number of new technical resources or other related documents and materials that HED creates for the higher education community	5	0	0%	n/a
<b>Objective 7:</b> HED will design and implement performance management processes, evaluations, and impact assessments that support USAID's education strategy and policy	Number of evaluations/impact assessments carried out whose findings have been published or widely distributed	7	2	29%	n/a
	Number of monitoring visits across HED portfolio	35	15	43%	n/a
	Number of updated and/or new HED performance management processes	5	3	60%	n/a
	Number of research activities conducted by HED	1	0	0%	n/a

Please note the following important information regarding the data displayed in the table above:

- Although HED completed its Data Quality Verification (DQV) process for Q1 and Q2 data, all final data will be reported in the January 2015 annual performance report, which will analyze data for the entire FY2014.
- HED set targets for FY2014 at the portfolio level based on a review of activities anticipated by partners and HED.
- Data reported in this table are for semiannual indicators. Data for annual indicators are to be provided in the January 2015 annual performance report, in the target and actual data cells currently displayed in grey.

## **Appendix B. HED's Culture of Evidence-based Decision Making and Reflective Learning, USAID Goal 2, and USAID Forward**

HED ensures effective project management by fostering a culture of evidence-based decision making and reflective learning among partners throughout the partnership life cycle.

- **Design**—Prior to project start-up and with its donors' strategic interests in mind, HED carefully studies country contexts and assesses specific host country and higher education institutional needs. HED draws from its network of contacts within the higher education community, as well as its own expert staff, to assemble an assessment and project design team with relevant regional, sectoral, and programmatic experience. Using HED's comprehensive assessment tools, this team collects information to develop a project design, which includes a theory of change and a results-based management framework.
- **Partner Selection**—HED releases an RFA and solicits proposals to bring the best of academia's know-how to deliver the project. In response, interested higher education institutions propose implementation strategies for achieving the results identified in the design. They also propose a monitoring and evaluation plan to measure those achievements. HED then convenes a peer review panel to select the institutional partners through a fair, transparent, and merit-based competition.
- **Start-up**—After institutional partners have been selected and an award agreement has been finalized, HED facilitates the partnership start-up. A key objective of this phase is to establish a collaborative relationship among all partners. During this 90-day period, partners collect baseline data, which are used to validate the proposed implementation strategy and to finalize the results-based management framework. Partners also develop and agree on management plans. The project start-up enables the implementing partners to ground their strategies in the reality of the local context and donor requirements while establishing a productive working relationship.
- **Implementation**—HED supports the partners as they implement partnership activities. Collecting and analyzing performance data through the course of the partnership funding period is the centerpiece of HED's results-based management approach. The results framework guides implementing partners to provide data on the achievement of results. HED facilitates the process of using these data for evidence-based implementation and decision-making. In addition to this technical assistance to implementing partners, HED is able to disaggregate, analyze, and report results on a portfolio of projects by funding mechanism and across multiple categories, which may include sectors, geographic areas, entire portfolios, or individual projects, at the institutional and individual beneficiary levels.
- **Impact Evaluation**—As partnerships are completed, HED leads an outcome and impact evaluation. The evaluation design answers research questions about the core educational offerings that have been developed, institutional strengthening, and the alliances formed between the higher education institutions and key partners. In this way, HED is able to assess the overall contribution to new bodies of knowledge, competent workforce, and leadership development.

The following three results under Goal 2 of USAID's Education Strategy guide HED partnerships.

- **Goal 2, Result 2.1: Increased access to vocational/technical and tertiary education and training for underserved and disadvantaged groups**—HED partnerships contribute to increasing access to education for underserved and disenfranchised groups through interventions focused on ensuring equitable and transparent admissions policies, by providing remedial and college preparation programs, and reaching out to communities to address cultural and/or other barriers to access to education by specific population groups. The results of these efforts are tracked throughout the portfolio of partnerships and reported annually to demonstrate progress toward this goal.
- **Goal 2, Result 2.2: Improved quality of tertiary education and research in support of country development strategies**—HED partnerships' strategies are anchored in the strategic goals and plans of host countries, thereby promoting ownership and alignment with other development initiatives. Through relevant education and applied research and strategic outreach and extension programs, HED partnerships advance the ability of institutions and individuals to address national development issues.
- **Goal 2, Result 2.3: Improved relevance and quality of workforce development programs**—HED partnerships help prepare skilled workforce through the acquisition of sets of knowledge, skills, and abilities that respond to labor market demands. To achieve this, alliances are made between tertiary institutions and public and private partners to ensure relevant and high-quality educational offerings that result in increased employability of graduates.



HED partnerships are articulated around the USAID Forward's three core principles.

- **USAID Forward Principle #1: Deliver results on a meaningful scale through a strengthened USAID**—HED's results-based system comprises a set of policies, procedures, and information solutions that help identify, track, report, and reflect on partnerships' desired results. HED provides technical assistance and has developed and made available training opportunities and manuals to help partners become familiar with its results-driven system. As part of that effort, each new or recently established partnership has a Results Framework (RF) displaying its theory of change represented in a chain of intended results; a Partnership Management Plan (PMP) describing performance data definitions and collection methods for the indicators associated with the desired results; and a Partnership Implementation Plan (PIP) connecting results with planned activities. These three M&E tools allow partnerships to determine which results they intend to achieve, and how these will be measured and carried out. In addition, HED's partnership management information system called Partnership Results and Information Management Engine (PRIME) is a centralized data repository that allows partners to provide and access their performance data electronically. Performance monitoring also allows for regularly checking that partnerships are on track to achieve their intended results and if they are not, to adjust the strategy or implementation plan as needed.
- **USAID Forward Principle #2: Promote sustainable development through high-impact partnership**—HED's work is grounded in institution-to-institution partnerships. Partnership configuration may vary depending on the nature of the development issue to be addressed, the institutional expertise available, and sustainability prospects. HED partnerships are designed based on the Theory of Change that is grounded in the reality of the local context and developed with the leadership and guidance of the host-country stakeholders. This forms the foundation for meaningful and long-term impact. Partnerships' theories of change articulate how working toward immediate, tangible results such as training individuals, developing new curricula, or conducting outreach activities would lead to these high-level changes. To adequately measure lasting impact, each new partnership completes a baseline assessment to gather evidence and document the local context before implementation begins, forming the basis for ongoing tracking and measurement of the value-added of partnerships' development efforts.
- **USAID Forward Principle #3: Identify and scale up innovative, breakthrough solutions to intractable development challenges**—Evaluation is paramount to HED's results-driven principles and tools. Mid-term and final evaluations and impact assessments contribute to enhancing the body of knowledge on partnerships and their effectiveness and innovative practices. This allows HED to learn about the effectiveness of programmatic interventions and offer evidence to successfully replicate promising practices and bring them to scale.

**Appendix C. HED Active Awards under the  
Leader Award, Associate Awards, and  
Cooperative Agreements  
October 1, 2013–March 31, 2014**

## Active Awards under the Leader Award, Associate Awards, and Cooperative Agreements: October 1, 2013—March 31, 2014

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host -country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Bolivia	University of Florida	Universidad Amazónica de Pando, Universidad Autónoma de Gabriel Rene Moreno, Instituto Boliviano de Investigación Forestal, Herencia	Strengthening Higher Education Capacity for Environmental Monitoring and Forest Biodiversity Conservation in the Bolivian Amazon	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,880
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Colombia	Florida International University	Pontificia Universidad Javeriana, Universidad de la Amazonia sede Florencia	Strengthening Local Capacity for Prioritizing Conservation Research and Action in the Colombia Andean-Amazon: A Networked Approach	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,961
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Ecuador	University of North Carolina, Chapel Hill	Universidad San Francisco de Quito	Improving University Education and Outreach on the Ecuadorian Amazon	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,915
Associate Award	Amazon Basin - ICAA II	Latin America and the Caribbean	Peru	University of Richmond	Universidad Nacional de Ucayali	Building Conservation Capacity for a Changing Amazonia	Environment/ Natural Resources	12/1/2012	6/30/2015	\$749,998
Associate Award	Barbados JOBS	Latin America and the Caribbean	Barbados	Indiana University	University of the West Indies-Cave Hill School of Business	Barbados: Supporting Entrepreneurs Through the JOBS Initiative	Workforce/ Entrepreneurship Development	2/28/2011	6/30/2014	\$1,349,692
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	American University	Pontificia Universidad Javeriana Cali, Universidad Santiago de Cali	Human Rights Teaching and Research Partnership Program	Democracy & Governance/ Public Policy/Journalism	10/19/2012	6/30/2015	\$1,000,000
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	University of Florida	Universidad del Magdalena, Universidad del Norte	Building Human Rights Capacity in the Colombian Caribbean	Democracy & Governance/ Public Policy/Journalism	10/19/2012	6/30/2015	\$757,179
Associate Award	Colombia Human Rights	Latin America and the Caribbean	Colombia	University of Minnesota, Twin Cities	Universidad de Medellín, Universidad de Antioquia, Universidad Pontificia Bolivariana, Universidad Católica del Oriente	UMN- Medellín Human Rights Law School Partnership Program	Democracy & Governance/ Public Policy/Journalism	10/19/2012	6/30/2015	\$1,250,000
Associate Award	Ethiopia (Africa Initiative)	Sub-Saharan Africa	Ethiopia	University of Connecticut	Addis Ababa University	Sustainable Water Resources: Capacity Building in Education, Research and Outreach	Environment/ Natural Resources	1/14/2011	6/30/2015	\$2,456,285

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host -country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Associate Award	Kenya - NAIROBI (Africa Initiative)	Sub-Saharan Africa	Kenya	Colorado State University	University of Nairobi	Centre for Sustainable Drylands: A University Collaboration for Transforming Higher Education in Africa at the University of Nairobi	Environment/ Natural Resources	4/1/2011	9/30/2014	\$1,370,000
Associate Award	Kenya - KENYATTA (Africa Initiative)	Sub-Saharan Africa	Kenya	Syracuse University	Kenyatta University	Capacity through Quality Teacher Preparation	Education	4/1/2011	8/14/2014	\$1,080,000
Associate Award	Liberia (Africa Initiative)	Sub-Saharan Africa	Liberia	Indiana University and University of Massachusetts Medical School	University of Liberia	Center for Excellence in Health and Life Sciences	Health/Population/ Nutrition/ HIV/AIDS	10/1/2011	6/30/2015	\$2,608,260
Associate Award	Malawi (Africa Initiative)	Sub-Saharan Africa	Malawi	Michigan State University	University of Malawi	Agro-Ecosystem Services: Linking Science to Action in Malawi and the Region	Environment/ Natural Resources	4/5/2011	5/30/2014	\$1,140,000
Associate Award	Philippines JOBS	Asia	Philippines	University of Hawaii	Southern Christian College	University Partnership Linking Out-of-School Youth to Agri-Entrepreneurship Development to Promote Job Opportunities for Business Scale-up for Mindanao (UPLOAD JOBS for Mindanao)	Workforce/ Entrepreneurship Development	6/22/2012	6/30/2015	\$1,070,495
Associate Award	Senegal (Africa Initiative)	Sub-Saharan Africa	Senegal	The Ohio State University	Université Gaston Berger	Development of Agronomy and Crop Production Academic Programs, Research, and Need - based Extension Programs for Sustainable Food Production in Senegal	Agriculture/Ag. Business/Animal Science	12/21/2010	6/30/2015	\$1,555,876
Associate Award	South Sudan (Africa Initiative)	Sub-Saharan Africa	South Sudan	Virginia Polytechnic Institute and State University	University of Juba/Catholic University of South Sudan	Rebuilding Higher Education in Agriculture to Support Food Security, Economic Growth and Peace Efforts in South Sudan	Agriculture/Ag. Business/Animal Science	2/7/2011	6/30/2015	\$5,711,605
Associate Award	South Sudan WLP	Sub-Saharan Africa	South Sudan	Indiana University	University of Juba, Upper Nile University	South Sudan Higher Education Initiative for Equity and Leadership Development	Education	3/1/2013	6/30/2015	\$4,266,722
Associate Award	Uganda (Africa Initiative)	Sub-Saharan Africa	Uganda	Mississippi State University	Makerere University	Capacity Building in Integrated Management of Transboundary Animal Diseases and Zoonoses (CIMTRADZ)	Agriculture/Ag. Business/ Animal Science	3/1/2014	6/30/2015	\$905,804
Associate Award	Uganda (Africa Initiative)	Sub-Saharan Africa	Uganda	North Dakota State University	Makerere University	Capacity building in integrated management of trans-boundary animal diseases and zoonoses	Health/Population/ Nutrition/ HIV/AIDS	2/15/2011	11/30/2013	\$1,100,000
Associate Award; LWA	Armenia WLP; Leader AEG	Europe and Eurasia	Armenia	Arizona State University	Yerevan State University	Advancing Gender Equality and Women's Empowerment in Armenia	Education	9/1/2012	6/30/2015	\$1,305,000

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host -country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
Cooperative Agreement	Cleaner Production (U.S. Department of State Cooperative Agreement)	Latin America and the Caribbean	Costa Rica; Dominican Republic; El Salvador; Guatemala; Honduras; Nicaragua; Peru	Illinois Institute of Technology / New York Institute of Technology	Instituto Tecnológico de Costa Rica, Instituto Tecnológico de Santo Domingo, Universidad Centroamericana José Simeón Canas, Universidad San Ignacio de Loyola, Universidad Nacional Autónoma de Honduras, Universidad Nacional de Ingeniería	Pathways to Cleaner Production in the Americas: Educating Future Professionals	Environment/ Natural Resources	6/15/2012	6/14/2015	\$1,114,991
LWA	Leader AEG	Asia	Pakistan	California State University Fullerton	Fatimah Jinnah Women University / Sardar Bahadur Khan Women University	Partnership for Women in Science and Technology in Pakistan	Education	3/7/2008	12/31/2013	\$199,999
LWA	Leader AEG	Latin America and the Caribbean	Barbados	Columbia University	University of the West Indies	Building Capacity to Manage Climate Risk and Water Resources in the Caribbean	Environment/ Natural Resources	7/15/2012	6/30/2015	\$1,484,697
LWA	Leader AEG	Latin America and the Caribbean	Colombia; Peru	University of Texas at San Antonio	Government of Colombia, Government of Peru	Central & South American Small Business Development Center Partnership Program: Adapting and Replicating the Small Business Development Center (SBDC) Model throughout the Americas	Workforce/ Entrepreneurship Development	11/30/2012	11/30/2014	\$1,270,000
LWA	Leader AEG	Latin America and the Caribbean	Paraguay	University of Florida	Universidad Nacional de Asuncion	Women's Leadership Project in Paraguay (WLPP)	Agriculture/Ag. Business/Animal Science	10/1/2012	6/30/2015	\$811,363
LWA	Leader AEG	Middle East and North Africa	Bahrain	Central Community College	Bahrain Polytechnic	Bahrain Entrepreneurship Project	Workforce/ Entrepreneurship Development	4/1/2012	6/30/2015	\$350,000
LWA	Leader AEG	Middle East and North Africa	Egypt	Highline Community College	Mataria Technical College	Leveraging Community College Workforce Development Expertise: Creating Educational Pathways to High Skills Employment at Mataria Technical College	Workforce/ Entrepreneurship Development	9/1/2010	3/31/2015	\$558,719
LWA	Leader AEG	Middle East and North Africa	Jordan	Washtenaw Community College / The William Davidson Institute at the University of	Al Quds College	Community College Entrepreneurship: Integration to Incubation	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$446,938

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host -country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
				Michigan						
LWA	Leader AEG	Middle East and North Africa	Jordan	Red Rocks Community College	Al-Huson University College / Al-Balqa Applied University	Expanding Jordan's Green Collar Workforce: Career Pathways in Solar Technology, Worker Safety Management, and Water Quality Management	Workforce/ Entrepreneurship Development	8/1/2010	12/31/2014	\$511,113
LWA	Leader AEG	Middle East and North Africa	Jordan	Eastern Iowa Community College District - Muscatine Community College	Al Quds College	Economic Empowerment through Entrepreneurship	Workforce/ Entrepreneurship Development	7/1/2010	3/31/2015	\$491,399
LWA	Leader AEG	Middle East and North Africa	Lebanon	Nassau Community College/Monroe Community College /North Country Community College	Al-Kafaat Foundation Schools	SUNY Community College Consortium	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$461,151
LWA	Leader AEG	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda; Université Mohammed I Oujda (I)	Collegiate Entrepreneurship and Collaborative Strategies	Workforce/ Entrepreneurship Development	3/1/2012	9/30/2014	\$461,575
LWA	Leader AEG	Middle East and North Africa	Morocco	Middlesex Community College	Ecole Normale Supérieure de l'Enseignement Technique of Rabat / Ecole Normale Supérieure de l'Enseignement Technique of Mohammedia	Linkages for Entrepreneurship Achievement Project (LEAP)	Workforce/ Entrepreneurship Development	1/1/2012	12/31/2014	\$460,852
LWA	Leader AEG	Middle East and North Africa	Morocco	Gateway Technical College	Ecole Supérieure de Technologie Oujda	Automotive Diagnostics Partnership and Scale-Up	Workforce/ Entrepreneurship Development	8/15/2010	3/31/2015	\$537,246
LWA	Leader AEG	Middle East and North Africa	Tunisia	University of Colorado Boulder / University of Hawaii / Colorado State University	Institut Supérieur Des Etudes Technologiques de Sidi Bouzid	Promoting Water Management, Energy Efficiency, Renewable Energy Technologies in the Agricultural Sector of Tunisia	Workforce/Entrepreneurship Development	6/1/2012	6/30/2015	\$500,000
LWA	Leader AEG	Middle East and North Africa	Tunisia	University of Colorado Boulder /	Institut Supérieur Des Etudes Technologiques de	Promoting Sustainable Energy Technologies in the Industrial Sector of Tunisia	Workforce/ Entrepreneurship Development	6/1/2012	6/30/2015	\$500,000

Funding Mechanism	Federal Award Description	Region	Country	U.S. Institution(s)	Host -country Institution(s)	Partnership Title	Primary Sector	Effective Date	End Date	Subaward Amount
				Colorado State University	Tataouine and Institut Supérieur Des Etudes Technologiques de Médenine					
LWA	Leader AEG	Middle East and North Africa	Yemen	Eastern Iowa Community College District / Tulsa Community College	Sana'a Community College	Economic Empowerment Through Entrepreneurship (E3)	Workforce/ Entrepreneurship Development	1/1/2013	11/30/2013	\$448,907
LWA	Leader AEG	Sub-Saharan Africa	Burkina Faso	Tuskegee University	International Institute for Water & Environment Engineering	Africa-U.S. Network of Centers of Excellence in Water and Environmental Science & Technology	Environment/ Natural Resources	3/15/2011	6/30/2015	\$2,091,000
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	Michigan State University	National University of Rwanda	Rwanda Women's Leadership Program in Agriculture	Agriculture/Ag. Business/ Animal Science	11/1/2012	6/30/2015	\$1,280,000
LWA	Leader AEG	Sub-Saharan Africa	Rwanda	University of California, Los Angeles	University of Rwanda College of Education	Rwanda: Promoting Gender Equity and Female Empowerment	Education	11/1/2012	6/30/2015	\$1,079,996
LWA	Leader AEG	Sub-Saharan Africa	Senegal	Fairfield University	Université Alioune Diop de Bambey	Use of ICT and Service Learning to Develop Health Curricula	Education	10/1/2010	12/15/2013	\$231,131
LWA	Leader AEG	Sub-Saharan Africa	Uganda	Tulane University	Makerere University, Schools of Public Health and Veterinary Sciences	One Health to Address Human, Animal, and Ecosystems Health in Central and Eastern Africa	Health/Population/ Nutrition/ HIV/AIDS	8/10/2013	12/31/2014	\$505,427

## **Appendix D. Success Stories**





## SUCCESS STORY

### Sustainability Centers Offer Tunisians Work Experience at Local Businesses

*Institut Supérieur des Etudes Technologiques Médenine, Institut Supérieur des Etudes Technologiques Tataouine, University of Colorado Boulder*



Photo: Jeanne-Marie Duval, HED

ISET Tataouine and ISET Médenine in Tunisia are working together with the University of Colorado Boulder to promote energy technologies and create centers for sustainable solutions for the industrial sector.

*"[T]eachers and local communities...rely heavily on this partnership, because it gives opportunities for technical skills in energy efficiency and entrepreneurship, improves education in ISET and [helps] find sustainable solutions for local industry by using renewable energy."*

*- Sami Chibani, Director of Sustainable Solutions Center at ISET Médenine*

Creating jobs for residents and providing sustainable development opportunities to the local population are just two of the goals Fathi Guemri says he hopes to achieve as part of a Department of State-funded project between the Tunisian Institut Supérieur des Etudes Technologiques (ISETs) in Tataouine and Médenine and the University of Colorado Boulder. In 2011, Tunisia's unemployment was reported at 18.3 percent, according to data from the World Bank, and this project is designed to lower that high number through revised curricula for ISET students and trainings for faculty members like Guemri.

As part of the project activities, Guemri now directs the Sustainable Solutions Center in Tataouine, one of two in the country established under the partnership, which is funded by the U.S. Department of State through Higher Education for Development (HED).

Both Guemri and Sami Chibani, director of the center in Médenine, spent nearly two months this past summer at the University of Colorado Boulder receiving training on managerial skills for their centers in Tunisia. They agree that the centers' main purpose is to stimulate employment and entrepreneurial opportunities to communities. The centers are expected to benefit a total of 225 students at the ISETs throughout the duration of the partnership. According to Chibani, "[T]eachers and local communities...rely heavily on this partnership because it gives opportunities for technical skills development in energy efficiency and entrepreneurship, improves education in [the] ISET and [helps] find sustainable solutions for local industry by using renewable energy."

Guemri also noted that there has been a positive impact for the students. At one of the sessions, "the ISET students...were able to meet the larger Tataouine community including local business owners and [an] NGO working on economics and development."

Guemri also noted that, "The center hopes to focus its efforts on helping establish micro-enterprises that create local jobs and provide sustainable development opportunities to the local population." In fact, two projects have already started at the center in Tataouine, one involving the Society of Industrial Water Conditioning Mineral and another with Tunisia Telecommunication.

1/2014

## SUCCESS STORY

### Visually Impaired Students Find Independence Through Mobile Devices

#### Assistive Technology in the Classroom Expands Learning and Teaching Opportunities

*Syracuse University/Kenyatta University*



Photo courtesy of Joanna Mazingila

Sammy Luvonga, who lost his sight as a child, uses a computer with a built-in function called VoiceOver to listen to notes or electronic documents being read to him.

*"One of the court executives asked me, 'How are you able to do your reports?' and I explained to him how I am using the iPad and he told me 'You are an able man,' and I am because of this assistive technology."*

— Silas Opanga, law student at  
Kenya University

Before June 2012, when visually impaired students Sammy Luvonga and Silas Opanga attended classes at Kenyatta University (KU), they would bring a bulky manual braille machine and expensive paper they purchased themselves. The scarcity of braille machines on campus and academic materials in Braille, as well as difficulty in getting materials converted to Braille, were huge obstacles.

In the summer of 2012, how Silas and Sammy accessed text changed. They were among a group of four visually impaired KU students to receive an iPod® mobile digital device and a wireless keyboard through a U.S. Agency for International Development-funded, Higher Education for Development managed-project between KU and Syracuse University (SU) focused on improving teacher education for all learners using technology.

Today Sammy and Silas are among KU's approximately 50 visually impaired students who have access to computers installed with special software called a screen reader. KU's library has a limited number of these computers and headphones where students can access text in electronic versions via the Internet or other electronic formats such as a PDF. "It was difficult to study for exams because we had to have someone read lecture notes to us," said Silas, a fourth-year law student who became blind at the age of 16. Sammy, a fourth-year education student who lost his sight as a child added, "It was also difficult to think of how we would easily prepare notes for teaching classes during teaching practice and when we become teachers."

An iOS-supported device, like iPod or iPad® mobile digital devices, serves as a screen reader using a built-in function called VoiceOver that reads aloud what is displayed on the screen, displays large or high contrast text, magnifies print, and recognizes and describes colors.

Within a few days of receiving the devices, the KU students were reading and creating documents, checking and sending emails, uploading documents to a learning management system, listening to music, and creating Facebook accounts. "Having the iPod gave me independence. I didn't have to have someone read notes to me. I could listen to notes being read by my iPod or listen to the lecture that I audio recorded," said Silas.

In January 2013, the group of four students replaced the iPod mobile digital devices with the iPad mini™ mobile digital devices and trained 10 more KU students with visual impairments to use iPad minis and keyboards. Later that same year, Sammy used his iPad mini and keyboard to teach students at the Kibos School for the Visually Impaired near Kisumu. "I prepare my notes and scroll through them during class using the keyboard, and listen to the notes using headphones. My students think I have lots of books on my iPad because I find all the information I need there," explained Sammy. During the same time period, Silas completed an educational attachment (internship) at the Thika Law Courts. He explained how the mobile device is invaluable for his work, "For my judicial



attachment I have to use case law. So, I will go to the Internet, go to the relevant sources so I can apply them when writing that judgment, using my iPad. Then, I will send it to my email and go print it using the printers at the law courts. Then, I will be able to present it to the magistrate. One of the court executives asked me, 'How are you able to do your reports?' and I explained to him how I am using the iPad and he told me 'You are an able man,' and I am because of this assistive technology."

As of January 2014, 20 of the 50 visually impaired students at KU have iPad mini mobile digital devices and are able to work more independently.

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2-2014



## SUCCESS STORY

### Empowering Pastoral Communities in Kenya to Improve Dryland Conditions Female Student Inspired to Participate in Higher Education Research

Colorado State University/University of Nairobi



Photo courtesy of the University of Nairobi, CSDES

Fatuma Amin, a master's student at the University of Nairobi presents her personal story of success during a student-led conference in Kenya in May 2013.

*"Inspired by my background, my goal has always been to reduce cultural biases, build resilience and improve livelihoods for community in the drylands, especially women."*

— Fatuma Amin,  
University of Nairobi

The pastoralist communities of Kenya's drylands face marginalization due to drought, climate change, and its effect on natural resources. To help these communities escape the cycle of food insecurity and poverty, Colorado State University partnered with the University of Nairobi through Higher Education for Development (HED) to establish the Center for Sustainable Dryland Ecosystems and Societies (CSDES). The project is funded by the United States Agency for International Development.

Since its inception in 2011, the center's staff has been working to create forums to discuss the role of higher education in international development in Kenya's drylands and engage community members in the planning of the center's research and curriculum development.

In 2011, the center held "Dryland Community Voices: Setting a Joint Agenda in Higher Education and Development from the Ground Up," a collaborative three-day workshop that gave the pastoralist communities a voice, allowing them to critique and help redesign academic programs, improve their own livelihoods, and uplift their communities. More than 45 representatives of dryland communities from across Kenya attended the workshop.

"Previous development approaches in Kenya's drylands have been accused of doing little to actively engage communities in drylands in problem identification, planning and implementation of programs targeting them," said Jesse Njoka, partnership director at the University of Nairobi and CSDES director. "By directly engaging the communities in designing CSDES higher education program and research, interventions will be more targeted and hence increase impact."

On several instances, participants observed that issues, such as gender biases prevalent in higher education often originate from ingrained attitudes and problems in primary and secondary education.

Fatuma Amin, a master's student at the University of Nairobi, presented her personal story of success at the workshop. The fifth born in a family of 12, Fatuma was the first in her family to attain a formal education. Fatuma's story is an example of the integral need for higher education opportunities, particularly for women in pastoralist Kenya, but also demonstrates how cultural biases influence academic priorities. In her pastoralist community in northern Kenya, most women are offered few opportunities for economic advancement, often are expected to marry and run a household. Beginning with primary school, already low female enrollment in her community began to diminish further, said Fatuma. Out of her primary school class of more than 50, only nine were female, and of that nine, only two progressed to high school.

Beating the odds, Fatuma continued her studies past secondary school to complete a bachelor's degree in development studies. Through additional funds leveraged under the HED award, Fatuma was afforded the opportunity to pursue her master's degree in disaster management at the University of Nairobi.

"Inspired by my background, my goal has always been to reduce cultural biases, build resilience and improve livelihoods for community in the drylands, especially women," Fatuma said. With her coursework complete and only her research project left to accomplish, Fatuma is expected to graduate December 2014.

Njoka said the workshop sparked stories similar to Fatuma's and discussions continue to inform education and research priorities at the University of Nairobi. As a result of the positive feedback, more community engagement meetings are set to take place in the next project phase.

2-2014

## SUCCESS STORY

### Armenian Partnership Navigates Path to Women's Empowerment Center for Gender and Leadership Studies Educates Faculty, Students and the Community *Arizona State University/Yerevan State University*



Photo courtesy of Andy DeLisle, ASU

Yerevan State University scholars (l-r), Tatevik Sargsyan, Lilit Shakaryan, Anna Gevorgyan, and Ani Kojoyan, prepare for their weekly seminar on research and pedagogy as part of the semester-in-residence program at Arizona State University.

*"Education is a core thing in  
[a] woman's life which  
should be fostered actively."*

—Ani Manukyan,  
Yerevan State University

Since 2012, Arizona State University (ASU) and Yerevan State University (YSU) have partnered to develop YSU's capacity to deliver women's leadership education and enhance the quality of information regarding women's leadership and gender issues available to students, faculty, and the local community in Armenia. This higher education project is funded by U.S. Agency for International Development through Higher Education for Development's Women's Leadership Program (WLP).

Although promoting gender equality and female empowerment are part of Armenia's development goals, the higher education partnership's activities including holding seminars, revamping curricula, and planning for a master's degree program in women's and gender studies have not been without challenges. "It's very important to realize it is a really sensitive issue in Armenia," said Victor Agadjanian, a U.S. co-partnership director and professor at ASU. "No one is opposed to women's rights in principle, at least explicitly." However, Agadjanian said, "Some people find that promoting gender equality is not necessary, should not be prioritized, or even that it undermines Armenian families and the traditional roles that women hold in that society."

The partners' establishment of a Center for Gender and Leadership Studies (CGLS) in May 2013 is the cornerstone of women's leadership education and outreach at YSU and provides opportunities for individuals in the academic and non-academic community to discuss and learn about gender and women's leadership. "The center is the most important investment in the project," said Agadjanian.

Under the WLP, the CGLS conducts seminars and international conferences, coordinates a professional mentoring program, offers faculty opportunities to carry out applied policy research through a small grant program, conducts various outreach activities, and develops and teaches courses on women's and gender issues. Four YSU scholars, Tatevik Sargsyan, Anna Gevorgyan, Ani Kojoyan, and Lilit Shakaryan, have completed a semester-in-residence program at ASU's Melikian Center, which allowed them to return to YSU with upgraded curricula and modified syllabi. "I have seen what democracy and gender equality look like and I am excited to see them in my country—not only on the level of written laws, but also on the level of unwritten laws during daily life," said Gevorgyan, who is pursuing her Ph.D. in research and created courses on "Women and Islam" and "Women and Religion" during her semester-in-residence at ASU.

Current semester-in-residence scholar Ani Manukyan also serves as the outreach coordinator for CGLS. She plans to develop syllabi on "Women in Transition Periods" and "Women and Leadership in the West and in Post-Soviet Countries." She is studying the history of women's issues in the United States and has begun to notice similarities to today's Armenia. "Education is a core thing in [a] woman's life which should be fostered actively. The establishment of the YSU[s] CGLS became a turning point in the academic and social life of Armenia."

2-2014





**USAID**  
FROM THE AMERICAN PEOPLE

**COLOMBIA**

## SNAPSHOT

# Technology Links Universities and Advances Human Rights Law Education in Colombia

### Partnership offers access to blended technology education in Colombia's Antioquia region



*Photo Courtesy of Universidad de Antioquia*

*Faculty members at the University of Minnesota work closely with Universidad de Antioquia to teach human rights to nearly 30 Master's level students at Universidad de Antioquia using video conferencing.*

#### Telling Our Story

U.S. Agency for International Development  
Washington, DC 20523-1000  
<http://stories.usaid.gov>

When the Universidad de Antioquia (UDEA), one of four law schools partnering with the University of Minnesota (UMN) as part of the Colombia-U.S. Human Rights Law School Partnership, requested the involvement of UMN's top faculty in UDEA's graduate seminar, time and travel costs were clear barriers. However, the U.S. Agency for International Development project managed by Higher Education for Development quickly found a sustainable solution through the use of blended technology. Blended technology-based approaches, such as video recorded lectures and electronic text resources, are high-impact, low-cost means to expose Colombian law students to the fundamental theory and practice of human rights.

The partnership mobilized their expertise to develop three modules that included a set of readings on key human rights topics; recorded lectures taught in Spanish or English with Spanish subtitles by UMN faculty Kathryn Sikkink and David Weissbrodt—both prominent human rights scholars—; and a corresponding question-and-answer video conference, led by Colombian faculty, with the featured UMN professors and the Colombian students. The modules covered topics such as “Latin American Contributions to Human Rights and Transitional Justice,” “Introduction to Human Rights, Definitions and Mechanisms,” and “Responsibility and Efficacy in Human Rights.”

“This method not only facilitated the participation of expert faculty, but it captured their lectures permanently for use by other faculty and students in our partnership,” said Barbara Frey, the UMN partnership director. These materials are now available in UMN's online human rights library.

Using technology to advance human rights education was a successful way for the partners to offer access to international expertise in human rights and optimize inter-institutional collaborations without having to spend thousands of dollars from their limited resources for international travel. “The new technologies are a valuable instrument to strengthen our own academic practices at the law school,” said Duber Amando Celis Vela, a master's degree student at Universidad de Antioquia. “This methodology provided us with the opportunity to learn of research findings and academic viewpoints regarding the human rights situation in Latin America.”

Moreover, these activities provided students—including legal practitioners, judges and public officers—with access to new and innovative research in human rights. Based on these positive results, the partners in Antioquia, Colombia are encouraging the development of additional blended-technology modules to enrich existing curriculum in this area.

## SUCCESS STORY

### Entrepreneurship Training Inspires Jordanian Graduate to Design Dream Job U.S.-Jordan Education Partnership Fosters an Entrepreneurship Mindset Across All Disciplines *Washtenaw Community College and William Davidson Institute at the University of Michigan / Al Quds College*



Photo courtesy of Al Quds College

Bilal Salman, a Class of 2013 Al Quds College graduate, shows his excitement about being among the first cohort of Quds Business Incubator tenants in Jordan.

*"This business, it's my baby. I want to have the freedom to make decisions and use my imagination to make it the best."*

*—Bilal Salman, graduate of Al Quds College in Jordan*

Bilal Salman was a typical student attending Al Quds College (AQC) in Amman, Jordan. He planned to graduate from college with a degree in interior design and find work in the industry. He spent his days studying and in the evenings and on weekends he worked at a local home and furniture store. Bilal demonstrated talent in his field so his teachers recommended him to employers while he was still studying. Soon he began designing window displays for various retailers at Taj Mall in Amman. Through customer word-of-mouth marketing, one window display drew the admiration of customers—who became repeat customers. He began doing design work for weddings, home design, and landscaping. All the appreciation had Bilal hoping for a job offer upon graduation.

By summer 2012, Bilal joined a new program at AQC that Bilal says, "helps students create jobs instead of getting jobs." The program, Community College Entrepreneurship: Integration to Incubation began at AQC in January 2012 from a partnership between AQC, Washtenaw Community College and William Davidson Institute at the University of Michigan, both in Ann Arbor, Michigan. Funded by U.S. Agency for International Development through Higher Education for Development, the program's objective is to teach AQC students the skills necessary to start their own business.

During the 2012-2013 academic year, his final year at AQC, Bilal participated in as many entrepreneurship activities as he could. He attended lectures by local entrepreneurs, joined the student entrepreneur club, took classes in entrepreneurship and, eventually, became one of the first student tenants of the Quds Business Incubator. Bilal, along with five other students, joined the incubator for six months to continue developing their entrepreneurial skills. For Bilal, the entrepreneurial training gave him legitimacy with his peers, family, and customers and ignited other ideas for businesses outside of his major. He developed a business plan for a year-round food court concept with healthy food packaged in an aesthetically pleasing way. His idea gained a lot of attention in the local community, including from funders. Bilal has decided that he doesn't want a donation. Instead, he is dedicated to working in the design field so that he can raise the money necessary to start the food court business. "This business, it's my baby. I want to have the freedom to make decisions and use my imagination to make it the best," he said. Since his 2013 graduation, Bilal has worked abroad and plans to return to Jordan and start his food court business.

Bilal's colleagues are sure he will continue to have more entrepreneurial ideas and that he will put those ideas into action. Quds Business Incubator Manager Sara Al-Jabsheh said, "Bilal is a perfect example of the lifelong changes in attitude this program encourages in students." Bilal started college at AQC because he thought it would help him secure a job. Now Bilal is traveling and working for himself with the ultimate goal of starting a business.

S-2014



## SUCCESS STORY

### Prototype Device Faculty Training to Spur Moroccan Business Productivity Students Gain Employable Skills in Manufacturing Process Rapid Prototyping

Gateway Technical College / Ecole Supérieure de Technologie d'Oujda



Photo courtesy of ESTO, mechatronics class 2014

Faculty and students learned to use rapid prototyping and created plastic models of products using a 3-D printer.

*"There is a need for some tools used in surgical operations and they are very expensive. We can achieve them for a low cost using our 3-D printer."*

— Jamal Yousfi,  
Mechanics teacher at Ecole Supérieure  
de Technologie d'Oujda, Morocco

Getting a new product idea from the conceptualization phase to a physical model can be a slow and expensive process for entrepreneurs leading start-up companies as well as established businesses. This process can stall business growth but 3-D printing offers a fast-track method to a tangible product. The higher education collaboration project funded by the U.S. Agency for International Development between Gateway Technical College (GTC) and Ecole Supérieure de Technologie d'Oujda (ESTO) in Morocco calls this process rapid prototyping. The project has been training ESTO faculty to use the special printer to support entrepreneurship and business development.

Through a 3-D printing training, more than 30 students and teachers involved in the Higher Education for Development partnership are able to produce their designs or industrial models, initially developed on their computers in design software. They become very motivated to invent and dream of new 3-D models. "The whole team is excited to use the 3-D printer for teaching and student projects," said M. Smail Zouggar, head of the Applied Engineering department at ESTO.

Furthermore, because the plastic-like material that the partners are using is of medical grade, ESTO is beginning to receive proposals to manufacture medical components used directly in human bodies. "By talking to specialists, there is a need for some tools used in surgical operations and they are very expensive, we can achieve them for low cost using our 3-D Printer," said Jamal Yousfi, a teacher of mechanics at ESTO. Other professionals in Oujda, Morocco also expressed interest in rapid prototyping, particularly for complicated prototypes such as pumps or bottles that are locally difficult to make using the conventional prototyping and require more expensive molds.

"In some student projects, some parts are so hard to obtain by [the] manufacturing process; but we can design them easily using 3D CAD software, and then produce them on our 3-D printer," adds M. Mohammed Boughaleb, teacher of rapid prototyping at ESTO.

The next step will be to introduce companies in the region to the technology with the hope of having the students working with the companies on real-world projects. The partners are eager to train new students in these desirable and employable prototyping skills. With a newly skilled workforce and modern equipment, businesses will be able to introduce products to the market faster, allowing them to gain market share thus bringing more business to the area.

5-2014

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